

PATERSON PUBLIC SCHOOLS

**Annual Report
1997-1998**

**Edwin Duroy, Ed.D.
State District Superintendent of Schools**

July 10, 1998

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District's Mission Statement

The mission of the Paterson Public Schools, in partnership with our community, is to educate all students to realize their maximum potential by demonstrating attainment of world-class standards.

We, the members of the educational family (students, parents, district staff and community members), also agree to hold ourselves mutually responsible for and committed to:

- Respect
- Integrity
- Trust
- Excellence

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Superintendent's Message

In many ways the 1997-1998 school year was a watershed year for the Paterson Public Schools as it marked a turning point in the District's overall performance. All the stakeholders of the City of Paterson waited with heightened concern and anticipation for signs of improvement. I am happy to report that we are very pleased with the outcomes outlined in the *Annual Report*. The District met the targets that it had set for each of the four goals. We held the optimistic view that if we reached out and solicited from all connected to the District their best efforts, and approached the challenges laid before us proactively rather than reactively the district could be moved forward. We feel rewarded for our thoughts and deeds. Outlined below are the progress of the activities outlined in the *1997-1998 Strategic Plan* and the major actions that we took that greatly contributed to the positive results achieved by the district:

1. Reorganization of the Central Office

The literature is replete with research findings that point to the efficacy of small schools and districts in providing better education for children and their families. Using these findings as my platform I reorganized the district into four clusters. The reorganization was done with the intent to give each assistant superintendent the opportunity to focus on schools with common issues and, therefore, a greater chance for success:

- **Cluster I**, with the assistance of the Paterson Project and St. Peter's College, focused on helping schools that were on the cusp of meeting State EWT standards to go the extra distance. The cluster consists of eight schools. Seven schools had at least 60 percent of students meet the State Standards in all the three subject areas. The eighth school was below the level of achievement as the other seven. I commissioned St. Peter's College to implement its successful mentoring program in the school. In two of the eight schools 75 percent of the students met State Standards in reading, writing, and mathematics.
- **Cluster II** includes twelve k-8 and one 5-8 low achieving schools. The assistant superintendent and his subject area supervisors concentrated their efforts on the schools that were at the bottom of the group. The most pleasant surprise is that this cluster too produced two schools where at least 75 percent of the students met the State Standards.
- **Cluster III** groups the high schools together under the direction of one superintendent and subject area specialists. The small school concept was further implemented at the high school level by subdividing ESH and JFK into academies with different academic emphases to better serve student needs in more personalized settings. ESH is in its third year of implementation and JFK has ended its planning year. Additional funding was made available to ensure the successful implementation of the academies.
- **Cluster IV** consists of nine elementary schools containing only the lower primary grades. These schools did not have the opportunity to measure the success of their students on the fourth grade ESPA. In an effort to equalize the accountability of

all four assistant superintendents, all primary schools with the exception of the newly instituted Early Childhood Center will now contain a fourth grade. This will give the cluster the opportunity as well as the responsibility to prepare students for the ESPA test and will be held accountable for the results.

2. Staff development

Staff development had a very important place in the 1997-1998 school year. The activities were ongoing and sustained. It targeted staff at all levels: teachers, principals, and central office personnel. Below are the various staff development activities that took place in the district:

- All eighth grade teachers were trained in the teaching of EWT skills and in more effective use of after school programs to accelerate instruction or to remediate learning based on student needs.
- Master teachers were recruited to act as facilitators in sharing effective and tried teaching strategies that will assist in the teaching and learning process. This approach was applauded by the participating teachers and indicated that they would like this type of staff development to continue in the next academic year.
- A master teacher from outside the district provided demonstration lessons to the eighth grade teachers at MLK. This may have been instrumental in explaining the impressive gains in student test scores. MLK was one of four schools that met State Standards in all subject areas.
- A group of students were trained as tutors by St. Peter's college to work one-on-one with 8th grade students in School Eleven. The EWT results showed significant improvement in all subject areas and in the number of students who passed all three-subject areas.
- All subject area supervisors provided coaching and demonstration lessons in the implementation of the CCCS in all the schools. Alignment guidelines of the district curriculum to the CCCS were distributed to all schools and all teachers to ensure that teachers integrate the standards in their instruction.
- Schools with Whole School Reform were provided with extra funds for staff development to ensure the integrity of the model. The category included four "Success for All" schools and three schools implementing the Comer School Model.
- All principals, directors, and supervisors were provided with staff development in the implementation of the CCCS and the ESPA skills when planning for appropriate instructional paradigms.
- Eight schools had weekly all-day shadowing and mentoring by expert educators who worked with the principals, teachers, students, and parents on ways to improve teaching and learning of eighth grade students.

3. Recruitment of Qualified Teaching and Ancillary Staff

The district is making a special effort to recruit qualified teachers and to ensure that the staff ranks reflect the minority representation among the student population. To this end the district representatives attended minority recruitment events in New York City,

contacted local colleges and ran a successful job fair. The job fair, which was held on March 21, 1998, yielded approximately 700 qualified applicants from the tri-state area for the 125 vacant positions. This was an effort spearheaded by the personnel department with the collaboration of central office personnel, principals, teachers, and parents. One of the side benefits of the interview process was forging stronger ties between representatives of various stakeholder groups and identification of a common interest and unity of purpose.

4. Fiscal Management and Construction of Additional Facilities

Appropriate use of funding is essential for the success of any school district. After a careful study of the overriding needs of the district with my staff and the Board of Education we determined the best allocation of the Abbott Parity funds. Adequate physical facilities have a direct positive impact on school climate and in turn on the quality of instruction. I, therefore, earmarked \$13 million of the \$26 million Abbott Parity funds for the improvement of the district facilities. These funds were allocated as follows:

- Renovation of substandard classrooms, leaky roofs, Bauerle Field the athletic stadium, installation of new windows, boilers, and burners.
- Upgrade the District's infrastructure including the fire and smoke alarm system, electrical system, CTV, re-lighting of entire district, and the antiquated and costly telephone system.
- Provide sufficient electrical capacity to the buildings for the implementation of technology and the development of programs that involve the use of computers, including Internet accessibility throughout the district.
- Expansion of classroom space. This is the one most urgent need at the present time, especially the need to fund classroom construction to provide full-day kindergarten to all eligible children. Our efforts in this area were very successful. We were not only able to provide classroom space for full-day kindergarten but were able to bring School #1 back into the District after having had to lease facilities outside the City of Paterson for the past six years. Furthermore, we appropriated funds to explore the availability of suitable land for the construction of a new School #1, one of the oldest school buildings in the district. We hired an architect who is engaged in developing plans for the new facility.

5. Outreach to the Paterson Community

I believe that the superintendent should be in touch with the different constituents in the District. I have made a concerted effort to meet with all the stakeholders in the City of Paterson, to listen to their concerns and to act on their suggestions. In the past year I met with board members, parent groups, business groups, members of the clergy and local colleges, local politicians, union leaders, and representatives of different ethnic groups in the community. I was available to attend important public events in the City.

6. The Board of Education

Through the year I established a close working relationship with the board members. Our collaboration proved most productive as many items were accomplished. All members were encouraged to attend conferences and workshops hosted by the New Jersey

School Boards Association. A retreat for board members was held on January 24, 1998. The retreat agenda included topics such as District Visions and Plans for Certification, Board's Governance and Voting Authority Reviewed, Board Operations, and other related issues.

7. Accountability for School Performance

If people in leadership positions are held accountable for their actions they are more apt to perform and produce the desired results. I have developed the Principals Evaluation Instrument (PEI) with the assistance of a committee consisting of an outside consultant, an Assistant Superintendent, the Director of Planning, Research, and Evaluation, one elementary and two high school principals. I instructed the committee to focus on school climate, methods of delivery of instruction, and the principal's leadership traits. The instrument is useful on two levels. On one level the principal's evaluation is interpreted through the filter of conditions in his/her school in the areas mentioned above. On the second level, the principal himself/herself is evaluated early in the year and provided with adequate time and expert assistance to improve the school before the second evaluation phase which is conducted later in the school year.

An added value of the instrument is its potential use in engaging the assistant superintendent from being an observer/evaluator of behavior and performance to an active participant in shaping the school's day to day activities. After assessing the results of the preliminary evaluation of the principal early in the school year, it is incumbent on the assistant superintendent and her/his cluster team members to work with the principal and her/his staff towards improving areas that need strengthening. This is a unique instrument in that it allows for a productive dialogue between the school and central office staff.

The instrument will be piloted in October 1998 at which time it will be modified as needed.

I would like to thank the Paterson Community as well as my colleagues at the State Department for their faith in my ability to help the children of the City of Paterson and for their encouragement and cooperation in helping us realize our goals.

Edwin Duroy, Ed.D.
State District Superintendent

Overview

The Annual Report details the progress of the Paterson School District in implementing the goals and objectives of its Strategic Plan. The period covered in this report is from July 1, 1997 through June 30, 1998.

Organization of the Report

The report follows the same progression used in the Strategic Plan -- goal one through goal four. The organization is as follows:

Left column: The strategies and activities are listed as they appear in the 1997-1998 Revised Strategic Plan,

Right column: Details the progress made towards the implementation of each activity. Where appropriate, the detail includes dates, numbers or percentages related to the activity.

Appendices: Supporting data.

Collection of Data

The Superintendent, Assistant Superintendents, the Directors, Supervisors, Principals, and District Parent Coordinators were the source of data on the progress of the activities. Each individual listed above provided documentation to the Director of Planning, Research, and Evaluation who then compiled the data and included the information in the report. The Documentation in the form of agendas, sign-in sheets, minutes of meetings, samples of work, copies of individual school DEPA plans are available in the Department of Planning, Research, and Evaluation (P.R.E.) for perusal by the public.

Analysis of Student Progress

Improving student achievement is the District's priority. The District will use test results to tailor instruction to fit the needs of all students. It is the intent of Dr. Duroy, the Superintendent, to see that the data drive instruction and that all staff, in the schools and in central office, have a good understanding of the relevant data. Consequently, he has instructed the Director of P. R. E. to provide test results and related student data to all staff who then will base their instructional strategies on these results. To that end, the Department of P.R.E. has completed the analysis of the test results by objective and in the case of Stanford nine by item as follows:

- In reading, language arts, and mathematics, the ESPA results will be used to determine the performance level of the 4th grade students. The ESPA will provide us with baseline data for next year's student achievement. Each teacher in grade k-4 will use the science portfolio assessments in the areas of science and social studies to supplement and complement the ESPA and to ensure that the teaching and learning of the CCCS are successful. The science portfolio has a teacher and a student component and will be printed by the end of the 1998 summer. The social studies portfolio is still in the planning stages.

- The EWT results will be used to assess student progress in reading, writing, and mathematics. The District is planning portfolio assessments in the science and social studies areas. Teachers in grades 5-8 will use science and social studies portfolio assessment in the same process as mentioned above for grades k-4 students.
- High school student progress will be measured using the HSPT results. In preparing students in grades 9 and 10 for the HSPT, the 9th grade pupils were tested using the custom EWT while 10th grade pupils were tested using the custom HSPT for diagnostic purposes. Students will be placed in appropriate accelerated or remedial classes based on the test results.
- Students in grades 2, 3, and 5 were tested using the Stanford 9. The results of the test will be used as a diagnostic tool to prepare students for the ESPA. Grades 6 and 7 were tested with the appropriate level of the custom EWT test to better diagnose students in terms of their needs for GEPA.
- A fifteen-school pilot test of first grade students was administered using the Stanford 9. This pilot study provided us with information on the academic readiness of our students in the ESPA prerequisites.

All test results (Stanford 9 for grades 1-3, 5 and the custom EWT for grades 6 and 7, the EWT for grade 8 and HSPT for grades 9, 10, and 11) will be objectively analyzed in summer 1998. Through district and school level meetings, areas of strengths and weaknesses by grade level and by classroom teacher will be fully explored. Staff will be trained on test interpretation and will be provided with strategies to meet the needs of all students.

Dissemination of the Annual Report

The Superintendent will present and the major components of the Annual Report to the Board of Education at the August Board meeting. Copies of the Report will also be distributed to the assistant superintendents, directors, principals, and interested members of the public.

Gloria Hagopian, Ed.D.

Director of Planning, Research, and Evaluation

Goal 1: Develop learning communities at each school level that will help students improve their academic achievement, achieve excellence and become life-long learners.

Objective 1.1: By June 1998, 75% of students in grades 4 and 8, and 85% of students in grade 11 will meet the minimum level of proficiency in *mathematics* and *language arts* through the implementation of the Core Curriculum Content Standards and the District Curriculum as measured by the *ESPA*, *EWT*, and the *HSPT*.

Attainment of the achievement benchmarks for grades 4, 8, and 11 are outlined in appendix A on page 70.

Strategies/Activities	Implementation Progress
<p><i>Strategy 1.1.1: Align the District Curriculum and Instruction with New Jersey Core Curriculum Content Standards in accordance with the timelines set forth by the Department of Education. The activities under this objective will provide teachers with the expertise to modify instruction.</i></p> <p>Language Arts:</p> <ul style="list-style-type: none"> a. Align the K-8 Language Arts Curriculum with the Language Arts Literacy Core Curriculum Content Standards. b. Inservice staff on Core Curriculum Content Standards, their alignment within the Language Arts Curriculum, and their implementation as follows: <ul style="list-style-type: none"> • Principals, Vice principals and grade 8 language arts teachers (1997-1988), 	<p>The Assistant Directors for literacy in language arts and mathematics collaborate with the supervisors of each of the departments to ensure that the activities outlined in the strategic plan are being implemented at the school level. They keep the assistant superintendents aware of the various inservice activities, demonstration lessons provided by the resource staff of each department, and the distribution of needed materials to the schools. Written documentation on the various activities is submitted to the assistant superintendents.</p> <ul style="list-style-type: none"> a. The Language Arts Department completed the alignment of the K-8 curriculum with the Literacy Core Curriculum Content Standards as of 3/14/1998. The alignment manual was distributed to the schools. b. The Language Arts Department inserviced staff on alignment of the curriculum with the CCCS throughout the year. Ruth Greenblatt Associates inserviced principals on implementation of the CCCS during five sessions. Grade 8 teachers received training during six inservice sessions and eight after-school programs. Teachers of grades 4, 6, 7, 9, 10, 11, and 12 will continue their training at grade-level and cluster

Strategies/Activities	Implementation Progress
<ul style="list-style-type: none"> • K-7 classroom teachers and 9-12 English teachers (1998-1999). <p>c. Distribute the written correlation of the Language Arts Curriculum and the Language Arts Literacy Core Curriculum Standards to the staff.</p> <p>d. Complete and submit to the Board the K-8 and 9-12 Exceptional Learner component of the Language Arts Curriculum for adoption. This component offers instructional strategies and activities for Gifted and Talented, Bilingual, and Special Needs students.</p> <p>e. Improve the quality of student writing in grades 7 and 8 as follows:</p> <ul style="list-style-type: none"> • Use of the Magic-Three Graphic Organizer by students. • Use of a pedagogically sound, student-friendly scoring rubric by students. • Require extensive writing by students. 	<p>meetings. The cluster team targeted 3rd and 4th grade teachers for training during grade-level meetings, at which they were urged to integrate the CCCS on an interdisciplinary basis in all subject areas by using language arts in every lesson.</p> <p>c. The Department of Language Arts disseminated the following CCCS-correlated documents to all schools: Instructional Guide; Language Arts Frameworks; and Test Specifications for ESPA, GEPA, and HSPT.</p> <p>d. The Language Arts Department distributed the K-8 Exceptional Learner component to the curriculum to all elementary schools. The 9-12 Exceptional Learner Curriculum was distributed to all the high schools.</p> <p>e. Teachers in grades 7 and 8 have been inserviced as follows:</p> <ul style="list-style-type: none"> • Magic-Three Graphic Organizer on 12/14/97, • Use of student friendly scoring rubric on 1/14/98, • Templates for scoring student writing on 12/14/97 and 1/14/98, and • Strategic writing process and journal writing strategies on 12/14/97.

Strategies/Activities	Implementation Progress
<ul style="list-style-type: none"> • Train teachers in the Strategic Writing Process, Magic-Three, “Friendly rubric,” writing-prompt development, journal writing, strategies for teaching writing, etc. f. Provide staff development in implementation and integration of the K-8 and 9-12 Language Arts/English Core Curriculum Standards in daily instruction to improve student achievement on the ESPA, EWT, and HSPT. <p>Mathematics:</p> <ul style="list-style-type: none"> a. Review the K-12 mathematics curriculum for alignment with the Mathematics Core Content Standards. b. Implement the K-12 Exceptional Learner Curriculum. This component of the district curriculum offers various instructional strategies and activities for students identified as Gifted & Talented, Bilingual, or with Special Needs. 	<p>These teachers received further inservice training in these areas during and after school between 2/98 and 5/98.</p> <p>f. The department provided grade K-12 teachers with activities and strategies to integrate the CCCS into daily instruction and to infuse the skills required for the ESPA, EWT, and HSPT. Six workshops were held throughout the year.</p> <p>a. Ten teachers and one administrator, who were hired in November 1997, aligned the 9-12 curriculum with the Core Curriculum Content Standards.</p> <p>b. The Mathematics Department distributed the K-12 Exceptional Learner Curriculum and the Addendum to the curriculum to all schools.</p>

Strategies/Activities**Implementation Progress**

<p>c. Provide staff with manuals containing activities addressing the curricular frameworks for grade levels K-4, 5-8, and 9-12. Staff development in the use of the manuals is to be provided for teachers in grades K-12.</p> <p>d. Disseminate to teachers of grades 2, 3 and 5 the correlation of the Stanford 9 Achievement test items to the district mathematics basal program (these grades are targeted because they are administered the Stanford 9 test).</p> <p>e. Provide district and school level inservice for grade K-12 in the skill arrays of the ESPA, EWT, and HSPT.</p>	<p>c. The Board of Education approved Mathematics Resource Manuals for grades K-4, 5-8 and 9-12, which were then distributed to all schools. Math Support teachers provided staff development to 400 teachers in grades K-4 and 200 teachers in grades 5-8 on the use of the activities in the manuals to improve instruction. The department chair provided support to the high school mathematics teachers in the use of the frameworks.</p> <p>d. The Mathematics Department distributed the correlation of Stanford 9 to the mathematics basal program to teachers and support staff in grades 2, 3, and 5.</p> <p>e. The department inservice all 4th, 8th, and 11th grade teachers in ESPA, EWT, and HSPT skill areas. Teachers of grades 3 and 7 were also trained in these skills to help prepare students for the following academic year.</p> <ul style="list-style-type: none">• ESPA: All 3rd grade, 4th grade, and Title 1 teachers were inservice on 12/2/97, 1/12/98, and 2/5/98.• EWT: All 7th and 8th grade teachers, as well as Title 1 teachers in the 22 elementary schools, were inserviced on 11/5/97, 12/2/97, 1/12/98, and 2/5/98.• HSPT: High school mathematics teachers were inserviced in strategies for effective teaching of HSPT skills throughout the year.
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Strategies/Activities	Implementation Progress
<p>f. Provide staff the opportunity to attend district inservice courses for teachers of grades 3, 4, 7, 8, and 9-12.</p> <p>g. Provide staff with funds to enroll in coursework leading to endorsement (certification) in mathematics at William Paterson University.</p> <p>h. Provide grade level inservice in the implementation of the Standards and Math Resource Manuals upon request by school principal.</p> <p>i. Ensure the proper use of calculators by all high school students, and students in grades 3-8.</p>	<p>f. Two credit inservice courses were offered as follows:</p> <ol style="list-style-type: none"> 1. Twenty-one teachers met were trained on k-4 ESPA math skills on two Saturdays, 11/22/97 and 12/6/97. 2. Twenty-five turnkey teachers in grades 5-8 were trained on implementing mathematics standards on four days after school. 3. The high school mathematics chairperson and consultants trained high school mathematics teachers on how to integrate mathematics standards into their teaching. <p>g. The district offered two types of course work to the staff:</p> <ol style="list-style-type: none"> 1. Math Institute: Graduate courses to upgrade mathematics skills. 2. Math Training and Endorsement courses. <p>h. The department provided two after-school inservice workshops in the implementation of the Standards. One inservice covered the teaching of discrete math in grades K-12; the other offered methods to implement the math Standards in grades 5-8. Cluster team mathematics members weekly also inserviced teachers at various schools in CCCS implementation.</p> <p>i. The department purchased calculators and distributed them in September to all students in grades 3-8. The math resource staff trained teachers in the integration of the calculators into the mathematics classroom.</p>

Strategies/Activities	Implementation Progress
<p>j. Develop a district policy to offer Algebra I to identified eighth grade students through the efforts of the Algebra Committee organized for this purpose.</p>	<p>j. The 8th grade Algebra I committee met from 10/97 to 5/98 and made the following recommendations:</p> <ul style="list-style-type: none"> • To determine the procedure for selecting qualified students for the 8th grade Algebra I class, • To recruit teachers with the qualifications to teach algebra, and • To select schools that will run algebra classes and explore the feasibility of busing students to those schools. • The committee will meet at the end of August and submit its recommendations to the superintendent.
<p>Language Arts and Mathematics</p> <p><i>Strategy 1.1.2: Cognitive and technical coaching to assist principals and teachers to improve the delivery of instruction.</i></p> <p>Cluster Assistant Superintendents:</p> <p>a. Monitor monthly the implementation of the School-wide Improvement Plans for Education (SWIPE) by the assistant superintendents.</p>	<p>The four assistant superintendents conducted monthly meetings with principals to coach them on issues related to student achievement and student support services. The assistant superintendents and members of the cluster teams visited the schools regularly to monitor the implementation of the DEPA. All four assistant superintendents visited classrooms to observe instruction and met with teachers. In addition they made sure that schools had adequate amount of textbooks, materials and supplies.</p> <p>On several occasions, assistant superintendents met with parents to assist principals in resolving some issues and reassure parents of the district's commitment to meet their needs.</p> <p>a. Each assistant superintendent has his/her own plan for meeting the needs in his/her cluster:</p> <ul style="list-style-type: none"> • Two schools in Cluster I passed all three sections on the EWT; seven

Strategies/Activities**Implementation Progress**

	<p>schools showed improvement in writing; five schools achieved higher scores in mathematics. The assistant superintendent held regular monthly meetings with his cluster principals to discuss student achievement and other school related issues.</p> <ul style="list-style-type: none">• Cluster II schools held eight principal meetings between January and June 1998 to discuss instructional, disciplinary, and facility issues, as well as projects including Success for All, Comer, After-School Programs and the Core Curriculum Content Standards.• Cluster Teams III had regular monthly meetings to discuss such issues as the implementation of DEPA plans and a host of issues related to student achievement, parent involvement, staff development and school climate. In addition, the assistant superintendent of Cluster III met to discuss issues related to the April HSPT administration, the teachers strike and the evaluation of the high school academies (presented below).• Cluster IV met monthly to discuss challenges confronting the cluster. The assistant superintendent focused on training the principals in her cluster on the use of test results to drive instruction. The assistant superintendent had additional duties that impacted all four clusters:<ul style="list-style-type: none">❑ Conducted meetings with the principals and teachers to improve the delivery of curriculum and instruction in grades pre-k through third grade,
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Strategies/Activities	Implementation Progress
<p>b. Attend at least one cluster meeting per school per month by each assistant superintendent.</p>	<ul style="list-style-type: none"> ❑ Planned summer and year round inservice of staff for the full day kindergarten, ❑ Developed through a committee with representation from all the stakeholders a discipline code for the district, ❑ Presented to the Board of Education the Five-year Early Childhood Plan, the Faces grant, the Goals 2000 grant, and ❑ Developed the District's Discipline Code. <p>The Department of Planning, Research and Evaluation have documentation on file in the form of memos and agendas.</p> <p>b. Assistant superintendents attended grade level and school cluster meetings.</p> <ul style="list-style-type: none"> • Cluster I Team members worked with teachers during cluster meetings between 1/98 and 6/98. • Cluster II Team members attended cluster meetings during the same period to discuss the Grade 8 EWT objectives, aligning the CCCS, planning an Academic Quiz Bowl, and creating a comprehensive plan for staff development. Additional Cluster II discussions revolved around how assessment drives instruction and the improvement of writing, reading and math instruction. • Cluster III Team members regularly worked with teachers on instructional and curricular issues during cluster meetings throughout the winter and spring.

Strategies/Activities	Implementation Progress
<p>c. Attend at least one grade level cluster meeting per month per school by the administrative staff in the areas of Language Arts and Mathematics.</p>	<ul style="list-style-type: none"> Cluster IV Team members provided weekly demonstration lessons and workshops in Science to teachers of grades 3 and 4. To ensure 4th grade teachers had the necessary materials for the hands-on assessment part of the ESPA Test, Cluster IV Team members weekly visited each 4th grade classroom. Team members also assisted principals in identifying teachers' needs and goals at each school, as well as in ordering all the materials and textbooks needed for the newly created 4th grade classes at four elementary schools. <p>c. The assistant superintendents' administrative cluster staff attended at least one grade level meeting at each of their schools</p> <ul style="list-style-type: none"> Cluster I Team members schools weekly and regularly provided demonstration teaching lessons, curriculum support and coaching during grade-level meeting per month. Cluster II Team members offered staff development in writing, reading, math and science at more than one grade-level meeting per month. The success of their efforts was evidenced by significant gains on the Grade 8 EWT. Cluster III Team members regularly offered inservice instruction at grade-level meeting. Cluster IV Team members provided inservice professional development on the integration of the CCCS and the pre requisite for the ESPA.

Strategies/Activities	Implementation Progress
<p>d. Implement the Paterson Project, which assigns a project partner to each of the eight principals of the targeted schools for one day a week. The tasks of the project team include:</p> <ul style="list-style-type: none"> • Collect and analyze data related to each school's instructional achievement • Conduct an educational audit of the school's capacity to improve student achievement. • Establish two-year objectives and benchmarks for objective implementation and achievement levels. <p>High School Cluster Superintendent:</p> <p>a. Provide technological support for schedules and report cards.</p> <p>b. Provide curricular and instructional support for the different academies.</p>	<p>d. The program began in November 1997, for the duration of twenty weeks. The following events took place:</p> <ul style="list-style-type: none"> • A dinner meeting was held in November to introduce the specialists to principals and to highlight the goals and objectives of the project. • The eight project specialists visited eight schools targeted by the project during the remainder of the school year. Each specialist met with the principal, students, and in some cases, with school parents. • The specialists, the consultant heading the project, and the Director of Planning, Research and Development met to determine the data needed to evaluate the impact of the project on improving the schools. The ensuing report will establish the two-year objective and benchmarks for objective implementation and achievement levels for schools #3, #6, #7, #9, #11, #21, #27 and NSW. <p>a. The Board approved and the district contracted a firm to computerize student data including scheduling and report cards. The consultant met with the directors, high school registrars and guidance counselors to determine their needs and to design the database accordingly.</p> <p>b. Department heads and principals were provided with analysis of the October HSPT test results and were given strategies to help students, particularly those on the cusp of passing the HSPT, do better. The</p>

Strategies/Activities	Implementation Progress
<p>c. Establishing guidelines for the HSPT After-School Program.</p> <p>d. Assist in the planning, implementation, and evaluation of the High schools.</p>	<p>Assistant Superintendent and the Director of Planning, Research, and Evaluation met several times with the high school principals and the department chairs to discuss test results and to better meet student needs.</p> <p>c. Before- and after-school programs ran between 12/3/97, and 4/6/98. Each high school developed an extended day plan. The programs provided activities, such as writing interdisciplinary papers and using the Internet for research, as an extension of the regular developmental programs</p> <p>d. The evaluation of the three regular high schools and the alternate high school was completed at the end of the school year.</p>
<p><i>Strategy 1.1.3: Provide students with an after-school program to reinforce ESPA and EWT skills.</i></p> <p>a. Provide students at the elementary level the opportunity to attend an after-school program that provide reinforcement in language arts and mathematics for grades 3, 4, 7, and 8. Each school is responsible to:</p> <ul style="list-style-type: none"> • Develop goals and objectives of the after-school program. 	<p>a. Schools submitted their plans for after-school ESPA or EWT preparation programs by November 15, 1997. Schools were given extra funds to:</p> <ul style="list-style-type: none"> • Purchase materials and supplies to remediate or accelerate as needed, and • Purchase refreshments for students.

Strategies/Activities**Implementation Progress**

<ul style="list-style-type: none">• Determine the weekly schedule for the program• Purchase appropriate materials and supplies in the areas of language arts and mathematics. <p>b. Use student attendance to determine program efficacy and provide the district a measure of student and parent commitment to the program.</p>	<p>The EWT after-school preparation program ended approximately one week before the test administration of the test. The ESPA after-school preparation program ended two weeks before administration of the test.</p> <p>b. Student attendance was collected on scanning sheets to study any relationship between attendance and performance on the EWT, Custom EWT and Stanford 9 tests. The results of the study will be used for improvement for the 1998-1999 after school program</p>
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Objective 1.2: By June 2000, as a result of implementing the District Curriculum and the Core Curriculum Content, 75% of students in grade 4, 8, and 11 will develop grade appropriate mastery of the concepts, skills, and *science* inquiry methodologies as measured by ESPA and GEPA.

Attainment of the achievement benchmarks for grades 4, and 8 is pending the administration of ESPA.

Strategies/Activities

Implementation Progress

Strategies/Activities	Implementation Progress
<p><i>Strategy 1.2.1: Enrich the science program by exposing the staff assigned to teach science to state and national standards and exemplary curricula.</i></p> <p>a. Establish a science portfolio for each 4th grade and 8th grade student to document mastery level of the Science Core Curriculum Content Standards. A science committee will determine how to document attainment of the science standards.</p> <p>b. Provide demonstration lessons and workshops by the Science Support teachers, specializing in grades K-3, 4-6, 7-8, to teachers, using the Science curriculum “frameworks” and the Paterson Public Schools resource guide to address science standards.</p>	<p>a. A committee comprised of the Science supervisor, Science resource teachers, the Director of Curriculum, the Director of Planning, Research, and Evaluation, developed portfolio assessment for students in 4th and 8th grades to document mastery of the Science Core Curriculum Content Standards in preparation for the Science ESPA. The committee created similar portfolios for grades K, 1, 2, 3, 5, 6 and 7. The document will be disseminated in Fall 1998. Next year the committee will replicate this process for the GEPA and 8th grade students.</p> <p>b. Science department supervisors and resource teachers conducted workshops, grade level meetings, and classroom demonstration lessons on aligning the CCCS to the curriculum and to instruction in the elementary schools. These workshops were also offered to teachers of grades 7-8.</p>

Strategies/Activities	Implementation Progress
<p>c. Provide workshops on teacher-identified specific science standards for special emphasis to be offered for grades K-4 and 5-8 teachers.</p> <p>d. Continue to involve all third and fourth grade teachers in workshops designed to review the Science Standards and provide information concerning test format.</p> <p>e. Continue to provide summer institutes to familiarize teachers in grades K-4 and 5-8 with the New Jersey Science Standards and “frameworks.”</p> <p>f. Continue to offer The Stevens Technology Program (STEP) to our middle school teachers. It integrates science and technology with emphasis on the N. J. Science Standards.</p> <p>g. Continue teacher training in the Family Math/Science program. Two teachers from every elementary school have been trained to provide a “parent session” at their respective schools.</p>	<p>c. The Science Department provided workshops on specific standards throughout the year.</p> <p>d. Third and fourth grade teachers attended the workshops mentioned in section c. Other workshops introduced teachers to the performance assessment component of the ESPA. The Science Department and the Department of Testing will distribute materials and instructions to pilot the ESPA in fifteen schools.</p> <p>e. Teachers of grades K-4 and 5-8 will attend summer science institutes to facilitate their development of “hands-on” activities for specific standards. Approximately sixty teachers will participate in the workshops and field test the New Jersey Science Frameworks.</p> <p>f. A group of middle school teachers attended the Saturday science program (STEP). These teachers will also participate in an intensive one-week program at NASA in Greenbelt, Maryland, in August 1998.</p> <p>g. The department continued its training program with the Family Science/Math Turnkey workshops for teachers on 11/6/97. These teachers conducted parent sessions at all the elementary schools.</p>

Strategies/Activities	Implementation Progress
<p>h. Implement provisions of the NJBISEC (Center for Improved Engineering and Science Education, Stevens Tech.) Grant, which allows teachers in the HARP Academy at Eastside High School to attend Evening workshops at St. Joseph's Hospital to participate in laboratory activities and to design student modules. These workshops will continue in successive years pending funding.</p> <p>i. Encourage Paterson teachers to participate in a newly created Master's program at Ramapo College that involves science and technology.</p> <p>j. Provide training in collaboration with Ramapo College to schools presently participating in the (RST)² projects, and implement the required training for the additional four schools per year during the summer.</p>	<p>h. HARP Academy teachers attended evening workshops at St. Joseph's Hospital twice a month. These teachers will also attend a weeklong summer institute to observe various hospital departments in preparation for creating lessons/modules to use in high school classes.</p> <p>i. The Science Department recruited approximately thirty teachers for the Master of Science Program, which provides current information about science and technology, at Ramapo College. The department also recruited teachers for technology classes at Wyckoff High School.</p> <p>j. Thirty-five teachers will participate in this summer's (RST)² programs. Participants will receive a stipend, as well as a computer, printer, and modem to use at the college and eventually in their classes. Six schools were added to the program this year.</p>
<p><i>Strategy 1.2.2: Involve students in exemplary science programs and develop scientific inquiry skills in grades K-12.</i></p> <p>a. Provide all 5th grade students with the Outdoor Education/Multicultural Program which includes:</p> <ul style="list-style-type: none"> • Identification of flora and fauna, water studies, meteorology, 	<p>a. Approximately 1,500 fifth grade students, often accompanied by parents or guardians, from twenty-five schools participated in the Outdoor Education Program between 10/97 and 5/98. The camping component,</p>

Strategies/Activities	Implementation Progress
<ul style="list-style-type: none"> • Focus activities on problem solving and team building, • Parents, as well as peers from “partner schools,” may visit the camp. <p>Schools would be scheduled to attend the camping trip from October through May. Assessment of impact will be determined annually through attitudinal survey.</p> <p>b. Continue to increase the number of schools participating in the (RST)² Meteorology and Watershed activities at the rate of four (4) schools per year. Evaluate student mastery by the implementation of the assessment instrument developed for both Meteorology and Watershed activities. Revise if needed and as appropriate. Process will continue until each school has the opportunity to participate.</p> <p>c. Offer all students in Paterson the opportunity to participate in the Student Inventions Through Education (SITE) program in collaboration with Passaic County Community College (PCCC). Impact of these efforts would be apparent at annual competitions.</p>	<p>Project P.E.A.C.E. (Paterson’s Activities for Cultural Enrichment), received recognition from Project PRIDE as an outstanding New Jersey program.</p> <p>b. Raising the number of schools in (RST)² continues; the assessment instruments will be revised as needed. The evaluation will be completed after the group completes the summer training.</p> <p>c. Two workshops were conducted to train staff in the SITE requirements. Approximately 2,000 students participated in the school-level program. The school winners progressed to the local district competition at Passaic County Community College. District winners then competed on the regional level.</p>

Strategies/Activities	Implementation Progress
<p>d. Reapply for the “Living Classroom” project funded by the Dodge Foundation, which is interdisciplinary and offers students hands-on experiences in navigation, marine biology, botany, astronomy, etc. (Pending funding from the Dodge Foundation). Impact will be evident from student/parent surveys.</p> <p>e. Invite all students in grades 3, 4, 7, and 8 to visit the Liberty Science Center (LSC), which is currently offering approximately 9,000 of our students the opportunity to have hands-on activities in a “state-of-the-art” facility. Impact will be evident by student survey.</p> <p>f. Continue to hold the Math/Science/Technology Fair in the spring of each year to encourage students to become involved in research activities. Student projects will determine the program’s impact.</p> <p>g. Continue to provide students at The HARP Academy at Eastside High School the opportunity to participate in an “internship” program at St. Joseph’s and Barnert Hospitals that includes</p>	<p>d. The Dodge Foundation funded the “Living Classroom,” which afforded forty students and four teachers the opportunity to sail this summer in Baltimore, Maryland. Students will conduct water studies, learn celestial navigation, analyze weather data and participate in environmental activities. Student surveys and evaluations will be collected after the program ends in August 1998.</p> <p>e. Students in grades 3, 4, 7, and 8 visited the Liberty Science Center, as well as participated in pre- and post-visitation activities. The department also arranged parent trips, using district transportation, on weekends. Approximately 200 parents participated in the program’s “parents night/orientation.”</p> <p>f. The annual Science Olympiad was held on 2/28/98. Fourteen students from Rosa Parks High School competed for trophies and certificates in the one-day event. The Math/Technology Fairs also afforded students the opportunity to present their projects and reports.</p> <p>g. The High School Restructuring Committee met on 1/13, 2/11, and 3/11/98 to prioritize their activities for the year. The HARP Academy’s baseline data on the effectiveness of the model are available through the Department of Planning, Research, and Evaluation.</p>

Strategies/Activities**Implementation Progress**

coursework in pathology, radiology, obstetrics, surgery, etc. Impact will be determined by student survey.	
h. Continue Rosa Parks High School's annual participation in the Academic Decathlon. The competition involves a number of tests and a final oral presentation. The impact will be evident by student participation.	h. The Science Department prepared students at Rosa Parks to participate in the Academic Decathlon by engaging them in problem solving activities.
i. Continue to implement the Science, Technology, Engineering and Math (STEM) Academy and develop an off-campus satellite academy at John F. Kennedy High School.	i. The STEM Academy at JFK High School continues to expand and will eventually become a two-campus program. The program's students have increased their test scores and have enrolled in A.P. courses. Baseline data on the academy are available through the Department of Planning, Research, and Evaluation
j. Continue to provide the after-school program in grades 3, 4, 7 and 8; continue to integrate science lessons with math and language arts. Impact will be evident by lesson plans and administrative observation of student involvement in classroom activities.	j. The Science Department trained teachers in after-school science program activities by emphasizing an integrated approach to incorporate Math/Science and Language Arts. Student enrollment in the program increased this year.
k. Plan a medical arts high school for students interested in the health related fields.	k. The Medical Arts High School Committee continues to research and plan the development of a medical arts high school. The committee presented a report to the Board of Education in June 1998. A committee of teachers continues to write curriculum modules for the Medical Arts High School Curriculum. The Committee's report is available through the Department of Planning, Research, and Evaluation

Objective 1.3: By June 2000, as a result of implementing the Core Curriculum Content, 75% of 4th grade students will develop grade appropriate mastery of the concepts, skills, and *social science* inquiry methodologies in grades 4 and 8 as measured by ESPA and GEPA.

Attainment of the achievement benchmarks for grades 4, and 8 is pending the administration of ESPA.

Strategies/Activities

Implementation Progress

Strategies/Activities	Implementation Progress
<p><i>Strategy 1.3.1: Align the District Curriculum and Instruction with New Jersey Core Curriculum Content Standards.</i></p> <p>a. Establish a social science portfolio for each 4th grade student to document mastery level of the Social Studies Core Curriculum Content Standards. A science committee will determine how to document attainment of the science standards.</p>	<p>The Supervisor of Social Studies position was vacant until March 18, 1998. The Director of Curriculum supervised the activities of this department in the interim. However, with the new supervisor on board, the department has proceeded to appropriately implement the Social Studies curriculum.</p> <p>a. In preparation for the Social Studies ESPA, the Social Studies supervisor, the Director of Curriculum, and the Director of Planning, Research, and Evaluation met in April to establish timelines for constructing an authentic assessment portfolio for 4th grade students to document mastery of the Social Studies CCCS. This portfolio, to be established by the Social Studies committee, will use the Stanford 9 open-ended Social Studies test for 4th graders and elements from the Social Studies frameworks to measure achievement . Next year, this committee will replicate the portfolio assessment process used for the ESPA and 4th grade students to the GEPA and 8th grade students.</p>

Strategies/Activities**Implementation Progress**

<p>b. Review the Social Studies K-6 Curriculum Guides to ensure the Core Curriculum Content Standards are appropriately infused.</p> <p>c. Evaluate the 7-12 Social Studies Curriculum Guides by a cross section of teachers, supervisors, and principals to meet the needs of all students, including the Gifted and Talented, Bilingual, and Special Education students.</p> <p>d. Modify the Holocaust and Genocide Education in K-12 Curriculum to include the Board recommendation.</p> <p>e. Develop staff use of the Social Studies curriculum and newly purchased Social Studies textbook:</p> <ul style="list-style-type: none">• Inservice high school and 7th and 8th grade teachers in use of the curriculum and the textbook.• Inservice K-12 teachers in the implementation of the Holocaust and Genocide Education.	<p>b. The Social Studies supervisor, in conjunction with the Cluster Assistant Superintendent, continues to align the K-6 curriculum guide with the CCCS. Teams of K-6 teachers will evaluate the curriculum guides during the 1998-99 school year. A curriculum committee will be established to rewrite the K-6 Social Studies curriculum during the 1998-2000 school year.</p> <p>c. The curriculum was evaluated and submitted to the Board. The Board approved the Guides which were then distributed to all schools. The Social Studies supervisor will solicit specific evaluations of the curriculum from appropriate supervisors and staff during the 1998-99 school year. A written document will be available by June 2000.</p> <p>d. The Holocaust and Genocide curriculum was revised, approved by the Board of Education and distributed to the schools in a K-6 and 7-12 format.</p> <p>e. Textbook consultants inserviced high school, 7th grade and 8th grade staff from 9/97 to 12/97. The Social Studies supervisor and consultants will inservice high school teachers and other staff members in the Holocaust and Genocide curriculum during the 1998-99 school year as part of a holocaust and genocide education workshop.</p>
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Strategies/Activities	Implementation Progress
f. Hire a Social Studies supervisor to assist the four assistant superintendents with monitoring the implementation of the Social Studies curriculum.	f. The Supervisor of Social Studies was hired on March 18, 1998.
<p><i>Strategy 1.3.2: Ensure that students are engaged in higher order social studies activities.</i></p> <p>a. Engage students in grades 3-12 in a series of increasingly sophisticated writing and research projects designed to promote informed decisions about social and historical issues. Selected projects will be spotlighted within classrooms and schools.</p> <p>b. Encourage students to develop Social Studies projects suitable for entry into regional and state competitions.</p>	<p>a. The 7-12 curriculum guide provides writing and research projects in most units. Writing and research projects related to the content standards will be created for grade appropriate students during the 1998-99 school year. The Social Studies supervisor will confer with the Language Arts supervisors and resource teachers during the project's creation.</p> <p>b. Eastside and Kennedy High School students competed in the National History Day contest at the state level. The winning students and entries proceeded to the national competition in Washington, D.C., in June, 1998.</p>

Objective 1.4: By June 2000, 100% of the staff will enhance their ability to manage information through the use of **library** and 100 % of the schools will be provided with **technology** resources to improve teaching and learning as measured by annual library and technology progress reports.

<u>Area</u>	<u>1996-97 Actual</u>	<u>1997-98 Actual</u>	<u>1997-98 Benchmark</u>	<u>Results</u>
Library Automation	90%	100%	100%	Attained benchmark
LMS Staff Training	75%	100%	100%	Attained benchmark
Wide Area Network	1997-1998 school year was a planning year. A benchmark is established for the 1998-1999 school year.			
Local Area Network				

Strategies/Activities	Implementation Progress
<p><i>Strategy 1.4.1: To optimize the use of technology to improve the district's management of student and personnel information.</i></p> <p>a. Develop and implement detailed District-wide Technology Plan that includes administrative systems, instructional technology infrastructure, hardware and software determinations, network architecture plans, implementation timelines and approximate costs that will ensure district-wide connectivity, compatibility and the efficient expenditure of resources.</p> <p>b. Acquire necessary technology (hardware and software) as identified in the District-wide Technology Plan.</p> <p>c. Provide professional development for teachers on</p>	<p>All the libraries in the district are automated. Furthermore, 100% of the LMS staff are fully trained in the use of the automated system and are in turn training the staff and students.</p> <p>a. The District Technology Plan was approved by the Board and distributed to the schools. The plan includes the design and development of a district Wide Area Network (WAN) and building Local Area Networks (LANs), which have been incorporated into the PPS E-Rate application. The School and Libraries Corporation (SLC) must approve the application. Following approval of the E-Rate, the district will implement a network design.</p> <p>b. The District obtained a grant from the SLC to fund the purchase of \$1.3 million of computer hardware and an estimated \$250,000 of software. Schools will continue to purchase appropriate hardware and software as per DEPA plans.</p> <p>c. Schools 4, 8, 12, 15, 18, and 24 participated in the Stevens Institute's</p>

Strategies/Activities	Implementation Progress
<p>how to use technology and the Internet for instruction in such areas as simulations, generation/analysis of data, problem solving, research, graphical analysis, spreadsheets, etc.</p> <p>d. Provide a wide area network (WAN) to support data and video for all school buildings. The system will support the educational and facility operation needs. The following activities will be ongoing:</p> <ul style="list-style-type: none"> • Installation and implementation of telecommunications hardware at a central location for the WAN, • Connectivity of WAN to the Internet, and • Bring high-speed video teleconferencing to the classrooms and other designated locations. <p>e. Provide a local area network (LAN) to support data and video for all school buildings. The system will support the educational and facility operation needs. The following activities will be ongoing:</p>	<p>Integrating Mathematics and Technology Training, which began on January 26, 1998. As a result of this partnership, each of the schools received two desktop computers with printers for the classroom, a laptop computer for the participating teacher, and a computer projector to share with the school's other teachers. All of the computer lab teachers and Library Media Specialists received five days of training, after which most of them posted web pages.</p> <p>d. An engineering firm was hired in March 1998 to repair and/or install new infrastructure to support the mechanical, electrical, fire alarm, security, and communication systems, and to run computers more efficiently as part of the WAN installation. The Board authorized funding for these services in the amount of \$125,000. See strategy 1.4.1 for an explanation of the WAN plans.</p> <p>e. The engineering firm has begun work to repair and/or install infrastructure at schools 5, 8, 16, 20, 21, 25, 26, and Eastside High School. Raceway has been installed in 20 buildings and will be completed well before 12/98 in anticipation of installation of the LAN. Pending the LSC's approval of our E-Rate application, the district will proceed with wireless technology solutions.</p>

Strategies/Activities	Implementation Progress
<ul style="list-style-type: none"> • Raceway installed throughout each building and cabling to all designated locations (in each school a minimum of 5 classrooms, library, computer lab, the nurse, school secretary, and principal's office,) and • A wireless network created to support off campus activities and provide connectivity to the homes. 	
<p><i>Strategy 1.4.2: Improve the skills of the media specialists in assisting the schools in the use of the library and media center to improve teaching and learning.</i></p> <p>a. Ensure the appropriate use of information for problem solving:</p> <ul style="list-style-type: none"> • The Library Media Specialist (LMS) assists the classroom teacher in planning units of 	<p>The supervisor of the libraries/language arts uses the following procedures:</p> <ul style="list-style-type: none"> • Visits each library media specialist to explain the accountability process face-to-face, • Asks library media specialists to record monthly the names and grades of teachers trained in each strategic plan activity, with supporting documentation attached to the reportage form, • Collects the reportage forms and passes them on to the Director of Planning, Research, and Evaluation, and • Monitors progress of library media specialists to see that they meet the targeted benchmark of 100% staff trained by June 1998. <p>a. The following activities were completed:</p> <ul style="list-style-type: none"> • The LMS assisted students to develop research projects using both automated and non-automated resources. LMS keeps samples of

Strategies/Activities	Implementation Progress
<p>instruction that incorporate the Big Six skills¹. This collaboration will result in student-produced projects that incorporate curricular concepts and research processes. All projects contain a writing component.</p> <ul style="list-style-type: none"> • The LMS performs inservice training of school staff, individually and in groups, on the Big Six Information Problem-Solving Model. <p>b. Ensure that “students experience a broad range of quality literature from a variety of genres and cultures, and practice appropriate responses ranging from literal to critical and evaluative.”(Ref: NJCCCS 3.4)</p> <ul style="list-style-type: none"> • LMS, in collaboration with school staff, designs and implements a reading motivation program to ensure that all students are engaged in independent reading throughout the year. • LMS provides inservice training to staff, individually and in groups, on techniques to encourage independent reading of a broad range of quality literature and to respond appropriately. 	<p>these projects for public review and for documentation. All LMSs received five days of training on the use of technology, which included problem solving; many LMSs then produced web pages. This training will be expanded during the 1998-99 school year.</p> <ul style="list-style-type: none"> • The LMSs were trained on March 11, 1998, in the use of cause/effect, persuasive and problem-solving writing prompts to align the Big Six with ESPA, EWT/GEPA and HSPT. The LMS will turnkey teachers in all schools by June 1998. <p>b. The LMS were trained and, in turn, trained school staff and students as follows:</p> <ul style="list-style-type: none"> • A consultant on reading motivation techniques trained the LMS in September 1997. Each LMS implemented a reading motivation program to encourage independent reading in her/his school. • LMS inserviced staff on methods to prompt independent student reading of and appropriate response to various types of fines literature.

¹ The Big Six is an Information Problem-Solving process that can be used whenever students are in a situation, academic or personal, which requires information to solve a problem, make a decision or complete a task.

Strategies/Activities	Implementation Progress
<p><i>Strategy 1.4.3: Students will use on-line databases and have access to automated library card catalog to help them become experts in the use of non print media for research.</i></p> <ul style="list-style-type: none"> a. Continue to support library automation implementation in all schools and acquire access to on-line databases. b. Provide inservice training by LMS to staff, individually and in groups, on techniques to incorporate electronic sources of information into the research process. c. Encourage students to use electronic sources of information, when appropriate, in the Big Six process. 	<ul style="list-style-type: none"> a. The district automated schools 11, 19, and 20. In October 1997, an automation specialist trained all LMS on the new Alexandria automation system. LMS inserviced teachers on automation system throughout the school year. b. Student and staff training continue, and staff encourages students to use electronic sources of information for their research projects and for pleasure reading and activities. LMS inserviced teachers in using on-line databases throughout the school year. c. The LMS urged students to use appropriate electronic information sources in the Big Six process. Their success in these efforts is reflected in the large number of students using the system to “borrow” materials as recorded by the automated system. The final figures for student access are included in the District’s end-of-year report.

Objective 1.5: By June 2000, **restructure** 100% of the central office staff and 100% of the schools to optimize the use of human resources and impact on improved instruction and student achievement. Attainment of the objective will be determined by the items listed under documentation.

<u>Area</u>	<u>1996-97 Actual</u>	<u>1997-98 Actual</u>	<u>1997-98 Benchmark</u>	<u>Results</u>
Cluster of Schools	3 schools	4 clusters	4 clusters	Attained benchmark
Processing of Purchase Orders	0%	27%	27%	Attained benchmark

Strategies/Activities	Implementation Progress
<p><i>Strategy 1.5.1: Restructure central office supervisory, directorship, and assistant superintendency to optimize the use of personnel.</i></p> <p>a. Divide the schools into four clusters, with each cluster headed by an assistant superintendent. The position of assistant superintendent of Curriculum and Instruction was abolished and assigned to cluster duties, and a new position was created.</p> <ul style="list-style-type: none"> Schools on cusp of meeting proficiency levels on the EWT are placed under cluster II, Schools with low performance levels on on the EWT are placed under cluster II, High schools are part of cluster III, and Schools that serve only students in grades four or below are placed in cluster IV. 	<p>The Superintendent divided the district into four “mini districts” or clusters according to their academic needs described below. Each cluster is supported by a team of specialists in the areas of mathematics, language arts, science, and social studies. The team is headed by the cluster Assistant Superintendent. The goal of this strategy is to provide the schools with a more comprehensive and individualized assistance. The schools are being trained to process their own purchase order. To date 27% of the schools process their own purchase orders.</p> <p>a. The reorganization of the central office was completed by the end of October 1997. The schools are clustered as follows:</p> <ul style="list-style-type: none"> Cluster I includes elementary schools that are on the cusp of attaining proficiency and that have 8th grade classes: Dr. Clarence C. Hoover, Assistant Superintendent, Schools: 3, 6, 7, 9, 11, 21, 26, 27 and NSW Cluster II includes the other elementary schools that have 8th grade classes: Mr. Dennis Sevano, Assistant Superintendent, Schools: 2, 4, 5, 8, 10, 12, 13, 15, 18, 20, 24 and 25. Cluster III includes all non-elementary schools: Dr. E. Jean Stepherson, Assistant Superintendent, Schools: Eastside, John F. Kennedy, and Rosa Parks High Schools, SAGE, P.Y.P.P, Alternate and Adult.

Strategies/Activities	Implementation Progress
<p>b. Develop a supervisory team in the areas of Language Arts, Mathematics, Science, Social Studies, technology, student support services, etc.</p> <p>c. Restructure the directorships as follows:</p> <ul style="list-style-type: none"> • Director of Planning, Research, and Evaluation • Director of Curriculum <p>d. Establish the position of supervisor of staff development.</p>	<ul style="list-style-type: none"> • Cluster IV includes all primary schools up to 4th grade: Dr. Anna DeMolli, Assistant Superintendent, Schools: 1, 14, 16, 17, 19, 28, 29, Roberto Clemente, E.W. Kilpatrick and Dale Avenue. <p>b. Each assistant superintendent has a team comprised of experts in Language Arts, Mathematics, Science, as well as resource teachers for different curricular areas. There are, however, vacancies in some of the newly created positions. A job fair was held on March 21, 1998, to recruit staff for positions currently vacant or expected to be vacant in the future. The organizational chart is attached for your perusal.</p> <p>c. The Directors for Curriculum and Planning, Research, and Evaluation began their assignments on January 5, 1998. The Director of Compliance was made the Director of Curriculum.</p> <p>d. The Supervisor of Staff Development began his assignment on November 1, 1997.</p>

Strategies/Activities	Implementation Progress
<p><i>Strategy 1.5.2: To restructure the schools to improve the delivery of instruction to the students at the elementary and high schools.</i></p> <p>a. Add 100 elementary classrooms.</p>	<p>In anticipation of full-day kindergarten and the need to house school #1, the district took an aggressive role in locating space and renovating existing space. Fifty-six classroom spaces are either ready or will be ready for occupancy by September 1998.</p> <p>a. Construction of new space continues. The following spaces have been either renovated or will be renovated by September 1998:</p> <ol style="list-style-type: none"> 1. The renovation of old school #2 was completed. The school #2 annex yielded eight classrooms and a library. 2. The renovation of the SAGE building nears completion, and September 3 has been slated as the tentative grand opening day. This facility houses the Adult School and the Paterson Young Parent Program. 3. The Lester Rutland Center is in the process of being converted to seven classrooms. The classrooms are expected to be ready in September 1999. 4. The site at 660 14th Avenue was purchased and being renovated to house seven classrooms. The classrooms are expected to be ready in September. 5. Ten classrooms were added to School #27 and Martin Luther King (five for each school). 6. School #1 will be housed in the new addition to School #26. The modular unit that was connected to the school will include 14 classrooms and one cafeteria.

Strategies/Activities

Implementation Progress

Strategies/Activities	Implementation Progress
<p>b. Plan for a new elementary school.</p> <p>c. Accelerate CEIFA in establishing full-day kindergarten. The district will also plan to implement Pre-K programs for four year-olds through renovation and construction.</p> <p>d. Equip schools to go on-line and enter the purchase to improve the turn-around-time for purchase of instructional and other supplies.</p> <p>e. Continue the development of the Academies to include the expansion of STEM, modify HARP Academy into a Medical Arts high school, add a division for advanced studies to the high school, and plan for a new comprehensive high school.</p>	<p>b. The District awarded a professional services contract to develop plans for New School #11 at the Wayne General Site.</p> <p>c. The five-year Early Childhood Operational Plan details the percentage of children who will have access to full-day kindergarten over the next three years. The plan will guide the district in its implementation of full-day kindergarten. Plans are currently being developed to offer services for four year-old students.</p> <p>d. The central office staff and the school staff continued training in how to enter purchase orders on-line. Training of central office staff will be completed by August 31, 1998. School-level training will be completed by 12/98.</p> <p>e. In response to research findings about the efficacy of small schools, the two high schools are being subdivided into academies. ESH has finished its third year, and Kennedy has completed its planning year. The Business Technology Marketing (BTM) Academy opened in September 1997, with 120 9th and 10th grade students. The BTM teachers were extensively trained during inservice, department meetings, workshops at William Paterson University and Berkeley College and seminars coordinated by the School-to-Careers Liaison. Food Service 2000 classes were also offered to students interested in food service careers. The STEM Academy continues to expand and to assist its students in improving their grades and test scores by offering at-risk students a</p>

Strategies/Activities

Implementation Progress

Strategies/Activities	Implementation Progress
<p>f. Appoint a committee to explore the concept of theme schools. The committee will pilot the plan by inviting several schools to participate in theme schools.</p>	<p>support network. The Medical Arts High School Committee continues to develop a philosophy and to visit local high schools already involved in the health professions, such as the Orange High School Health Academy.</p> <p>f. The Superintendent continues to spearhead the effort to implement theme-based schools. A consultant from New York has been counseling the Paterson School District on the procedures for implementing such a program. As part of this process, the Superintendent selected Schools #1, 4, 7 and 9 as theme schools. School #1 continues to develop a program around the theme of Humanities by visiting Humanities Theme Schools in New York and attending retreats to plan and design their own Humanities Theme School. They have already devised a three-part theme about the Renaissance/Humanities that will incorporate 2 CCCS and their respective CPIs for all grades. Lessons have been designed on 4MAT wheels and thematic webs, complete with interdisciplinary instruction and culminating activities, such as all students participating in the SITE contest. School #1 has also utilized the Core Knowledge Curriculum from Ed Hirsh. School #4 continues to explore the possibility of being a Technology School. The Technology Challenge Grant, pending its approval will support such an initiative. School #7 has chosen to be an Environmental Theme School, and they will develop interdisciplinary lessons/units throughout the summer. This concept will be phased in one grade at a time. School 9 has opted for an International Theme, similar to a Baccalaureate school concept. The School-Based Team has already visited comparable schools in New York and will continue its visits during the 1998-99 school year.</p>

Objective 1.6: By June 2000, the Paterson Public Schools' **families** participation in school-based activities will increase by 10% through comprehensive and coordinated community outreach by the individual schools and the central office as measured by attendance records at school functions from each school.

<u>Area</u>	<u>1996-97 Actual</u>	<u>1997-98 Actual</u>	<u>1997-98 Benchmark</u>	<u>Results</u>
Parent all-day school visitation	67%	44%	72%	Did not attain benchmark
Parent Luncheon	55%	20%	58%	Did not attain benchmark

Strategies/Activities	Implementation Progress
<p><i>Strategy 1.6.1: To improve the communication between the home and the school.</i></p> <p>a. Include in every school's Demonstrably Effective Program Aid Operational Plans activities that encourage the participation of parents at back-to-school nights, report card days, and other school-based activities.</p>	<p>Parent activities varied from educational and informational to recreational. The activities also took into account the needs of regular, gifted, and bilingual students, as well as students with special needs.</p> <p>a. Each school included in its DEPA plan one goal and related objective(s) that target parental participation in school-based activities, such as workshops on parenting skills, social services and related topics, and workshops related to testing. The plans were submitted to the Department of Education and were approved. Specific school activities in which parents participated included: assemblies and concerts, such as the Spring Celebrations; community partnerships, such as "Border Babies," sponsored by William Paterson University; family activities, such as the Fun to Read Carnival; Family-Support Team meetings; home-school communications, such as newsletters and the Parent Handbook; meetings with Dr. Duroy; Parent Liaison Coordinators; parents luncheons; Parent Resource Centers; the Parent Volunteer Program, in which parents assist with field trips or work as story readers or library volunteers; parent workshops, such as Phonetic Awareness; and school government, such as Success for All workshops. Parents district-wide were also given the opportunity to attend workshops that will improve the relationship between home and school.</p>

Strategies/Activities**Implementation Progress**

	<p>These workshops included Funding for Schools, Understanding Fear, Technology and Bilingual Education.</p>
<p>b. Provide opportunities for conferences with parents at least three times a year. These should accommodate the varied schedules of families, as well as their language barriers.</p>	<p>b. The parent/teacher conferences took place as follows:</p> <ul style="list-style-type: none">• District-wide Parent Visitation Day, September 25, 1997.• Schools sponsor an all day “open-house” for parents to visit their child’s classroom to observe classroom instruction, but not to discuss individual student performance. Forty-four percent of the District parents visited the schools on that day.• Back-to-School Night, November 20, 1997.• This visit combines information about the school year with discussions of student performance in the first quarter. Seventy-two percent of district parents attended this meeting.• An all-day Staff/Parent Conference was held in all schools on March 24, 1998. This day was designated to help parents understand the school, its curriculum, instruction, and other related activities. The luncheon was attended by 20% of the parents. Even though the benchmark was not met the event was successful in meeting the needs of the parent who attended.
<p>c. Conduct outreach efforts to increase family participation in school activities and develop family recognition programs.</p>	<p>c. Additional parent/teacher contact took place at the New Jersey Association of Parent Coordinators Inc.’s inservice training in 11/97 and 10th Annual Inservice Conference in Morristown, NJ; the National Coalition of Title I/Chapter I Parent Conference in Atlanta in 10/97; and the Parent Coordinators Annual Conference in 4/98.</p>

Strategies/Activities	Implementation Progress
<p>d. Involve families in setting student and school goals each year. Also involve parents in planning for transition from pre-school to elementary school and from elementary school to high school.</p> <p>e. Maintain data on parent involvement in all school functions.</p>	<p>d. Every school has included in its SWIPE/DEPA plan goals and objectives to encourage parent participation. Activities include parent workshops, recreational activities, and other school-related activities, such as the visits to the Liberty Science Center, the Jersey City Parent Resource Center, and the Educational Law Center Retreat. Every school submitted an evaluation of its SWIPE/DEPA plan goals and objectives. The plan evaluated the impact of every activity on the families and the school. The evaluations are on file in the Department of Planning, Research, and Evaluation.</p> <p>e. The School Improvement Teams (SIT) have parent representation in proportion to the number of staff on the team. Attached is the formula used to determine the parent staff ratio. See Appendix D.</p> <p>Schools keep sign-in sheets to document parent participation. Copies of sign-in sheets and total number of parents attending each function are submitted to the assistant superintendents. This year, 36 parents attended Parent and Staff Conference Day, the New Jersey Association of Parent Coordinators 10th Annual Conference, and the Fire Prevention and Safety workshop; 106 parents attended various workshops about child development and education. Another 130 parents attended various multicultural holiday programs.</p>

Strategies/Activities	Implementation Progress
<p><i>Strategy 1.6.2: To provide training to staff and parents on effective communication between home and school.</i></p> <ul style="list-style-type: none"> a. Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family. b. Invite parents to participate in the annual Title 1 conference. 	<ul style="list-style-type: none"> a. Each school, as part of its SWIPE/DEPA plan, provided a number of workshops to staff on how to improve the line of communication between home and school. A detailed report will be enclosed in the annual report. b. Title 1 invited parents to attend the Title 1 conference. A report on this activity is on file in the Department of Planning, Research and Evaluation.

Goal 2: All staff will have the opportunity to engage in professional development programs for the continued improvement of their teaching skills.

Objective 2.1: By June 2000, 100% of staff responsible for instructing students in the seven Core Curriculum Content Standards will have access to high quality **professional development** for continued improvement of their teaching skills and the opportunity to acquire knowledge that will support the curricular and assessment of the NJ Content Standards as measured by workshops agendas and staff sign-in sheets.

<u>Area</u>	<u>1996-97 Actual</u>	<u>1997-98 Actual</u>	<u>1997-98 Benchmark</u>	<u>Results</u>
Inservice in 7 CCCS	15%	37%	37%	Attained benchmark

Strategies/Activities	Implementation Progress
<p><i>Strategy 2.1.1: To ensure the successful implementation of the Core Curriculum Content Standards, the strategies/activities outlined below will be followed, in addition to those detailed under each curricular heading.</i></p> <p>a. Provide all 8th grade Language Arts teachers with two (2) half-day and three (3) full-day inservice sessions relating Language Arts to the content standards and state-mandated testing.</p> <p>b. Inservice all 7th and 8th grade Mathematics teachers on the relation of their subject to the content standards and state-mandated testing during four (4) half-day sessions.</p>	<p>Thirty-seven percent (37%) of the staff was inserviced in the Core Curriculum Content Standards. The district met its benchmark in inservicing staff.</p> <p>a. Inservice sessions on content standards and testing for Language Arts teachers began on November 5, 1997, and were completed by February 18, 1998.</p> <p>b. Inservice sessions for Mathematics teachers began on November 5, 1997, and were completed by February 18, 1998. The teachers received training on the following subjects:</p> <ul style="list-style-type: none"> • Open-ended math problems

Strategies/Activities	Implementation Progress
<p>c. Teachers of the after-school program will meet in small groups focused on the Core Curriculum Content Standards and discuss effective strategies for enhancing content and pedagogy in Language Arts (all grades), Mathematics (all grades), and Science (Gr. 3 & 4) for a minimum of 10 hours.</p> <p>d. Institute professional development consisting of up to five days of training in the application of computer technology to the CCCS for at least 200 district members.</p> <p>e. Ensure the alignment of the district curricula with the CCCS and conformity with the district 5-year plan by having a selected group of teachers study curricula guides.</p>	<ul style="list-style-type: none"> • Data analysis • Exponents and problem solving • Patterns and relationships <p>c. Teachers of grades 3, 4, 7, 8 and 9-12 attended professional development sessions led by teacher-facilitators bimonthly throughout the year. The facilitators offered enriched pedagogical approaches for use in the After-School Program.</p> <p>d. Teachers from schools 4, 7, 8, 9, 12, 15, 18, 20, ESH, JFK, Library Media Specialists, and Computer Lab teachers (approximately 150 staff) received a minimum of 20 hours of training on integrating the use of computer technology into teaching of objectives related to the CCCS. The schools, in turn, produced more web pages. This type of training will continue in the 1998-1999 school year to include other staff members.</p> <p>e. See Goal 1, Objectivity 1.1, Strategy 1.1.1, Language Arts activity a, b, c, and Mathematics activity a.</p>

Strategies/Activities	Implementation Progress
<p><i>Strategy 2.1.2: To use effective and innovative programs to improve teaching and learning.</i></p> <p>a. Continues staff development from respective agencies for teachers/staff in schools with the <i>Comer School Development Program</i> and the <i>Success for All</i> programs.</p> <p>b. Enhance the capacity of principals to serve as instructional leaders in their buildings, with a focus on curricular content, effective pedagogy, and data-driven results, by providing a series of at least 5 half-day meetings as part of the <i>Principals Leadership Institute</i>.</p> <p>c. Engage principals of schools 3, 6, 7, 9, 21, 26, 27, and NSW in the Paterson Project – a partnership/mentoring program focused on student</p>	<p>a. The Comer and Success for All Schools Projects received staff development as required by their individual programs. The District provided funds above the regular school budget to ensure the integrity of the model.</p> <p>b. Elementary principals and Central Office Cluster Team members received training during five half-day sessions that focused on Cumulative Progress Indicators (CPI) for each grade level in the Core Curriculum Content Areas of Language Arts/Literacy, Mathematics, Science and Social Studies. Topics included effective strategies for school planning; administrative organization and leadership; staff supervision; and alignment of curriculum, assessment and materials. Materials reflecting the grade-by-grade CPI were also published in hard copy and disk form for use by teachers.</p> <p>c. Principals were paired with partner consultants from NJISI, who spent at least one day per week in each school, working with staff and students to plan and implement strategies for improving EWT performance. See also Strategy 1.1.2., activity d.</p>

Strategies/Activities	Implementation Progress
<p>attainment of EWT state standards. Principals are paired with partners who work closely with them over a two-year period.</p> <p>d. Provide staff development/training and mentoring through a joint project for School 11 with St. Peter's College as part of the Superintendent's restructuring of Cluster I for meeting/exceeding state standards on the EWT.</p>	<p>d. The District contracted St. Peter's College Institute for the Advancement of Urban Education to conduct a ten-week mentoring program. EHS students tutored 8th grade students in homework preparation skills and provided motivational guidance between January and June 1998. The 8th grade students who were tutored improved their EWT performance substantially, though they must improve further to meet state standards.</p>
<p><i>Strategy 2.1.3: Employ new staff members to provide curricular assistance to district staff.</i></p> <p>a. Identify twenty (20) staff development facilitators (master teachers) to engage groups of no more than 20 teachers in extended conversations devoted to enriched/innovative approaches to the delivery of content domains found on the ESPA, EWT, HSPT, and CCCS.</p> <p>b. Identify, hire, and train staff development specialists who will work with staff to improve student performance on statewide assessments (ESPA, EWT, and HSPT) through direct</p>	<p>a. Staff development facilitators were hired to mentor teachers on how to provide students with the appropriate instructional environment to facilitate mastering ESPA, EWT, HSPT, and CCCS skills. The State District Superintendent reallocated this priority to the After-School Program. See also Goal 2, Objective 2.1, Strategy 2.1.1, activity 'c'.</p> <p>b. After an insufficient number of qualified applicants responded to the District's advertisements, the State District Superintendent deferred hiring of the staff development specialist to the 1998-1999 school year.</p>

Strategies/Activities	Implementation Progress
<p>instruction of students at multiple grade levels for intensive periods, as well as train staff on improving the delivery of instruction.</p> <p>c. Provide math and science specialists to work with teachers in schools during grade level meetings, faculty meetings, and workshop sessions. These specialists will offer demonstration lessons, coaching on enriched approaches to content delivery, instructional presentations, and evaluate the process.</p>	<p>This task was reallocated to the Mathematics Department. See Strategy 1.1.1, Mathematics activities a, e-i and Strategy 1.2.1, activities b and c.</p> <p>c. The math and science specialists in each of the four clusters were deployed in the schools and:</p> <ul style="list-style-type: none"> • Met with teachers during grade level meetings to ensure understanding of the CCCS frameworks, • Provided workshops on the teaching of the CCCS • Provided demonstration lessons on the teaching of the CCCS, and • Ensured that staff has access to the district curriculum and the CCCS alignment manuals.
<p><i>Strategy 2.1.4: Evaluate the efficacy of staff development activities and provide recommendation based on the results of the evaluation process.</i></p> <p>a. Plan, conduct, and evaluate the impact of the staff development efforts provided by the Center for Improved Engineering and Science Education at Stevens Tech for better teaching of mathematics using computers at the middle grades.</p>	<p>a. Four workshops were offered by Stevens Tech during Spring 1998, as well as a weeklong seminar during Summer 1998. Students will benefit from this teacher training during the 1998-99 school year in the form of two desktop and one laptop computer provided to participating teachers to infuse computer technology into Mathematics instruction through the use of selected software packages. Classroom visitations and workshops will continue throughout the 1998-99 school year.</p>

Strategies/Activities	Implementation Progress
<p>b. Plan, conduct and evaluate the efficacy of the delivery of the Academies and Small Learning Communities at each respective high school.</p>	<p>b. The two comprehensive high schools have been subdivided into smaller schools each with a field of concentration. Eastside High School (ESH) is in its third year of implementation whereas John F. Kennedy High Schools (JFK) is in its first year of implementation. The Department of P. R. E. in collaboration with the high school staff and the Assistant Superintendent of Cluster III conducted preliminary data collection and evaluation of the two high schools. The detailed evaluation reports are on file with the P.R.E. department and are available for public perusal. Below is a summary of these reports:</p> <ul style="list-style-type: none"> • The <i>Business Technology Marketing Academy</i> (BTM) incorporates HSPT requirements into its classes following training that teachers received during inservice sessions. The Academy's student attendance rate was higher than the rest of the high schools and the dropout rate has been low. The staff, however, is planning strategies to post even lower numbers in the 1998-99 school year. The Academy staff finds it needs more common planning time and financial support, as well as meetings with professional consultants in order to reach its student servicing and organizational goals. • The <i>Science Technology Engineering and Mathematics Academy</i> (STEM) continues to employ a successful working arrangement among parents, students and staff helping at-risk students raise their academic standards. The Academy demonstrated its progress by listing 42 students enrolled in Physics, 29 in A.P. Chemistry, 57 for A.P. English, and 39 for A.P. Government/U.S. History II for the 1998-99 school year. • The <i>Health and Related Professions</i> (HARP) Academy, in addition to its internship program with two hospitals (see Strategy 1.2.2,

Strategies/Activities	Implementation Progress
	<p>activity g), offers its students more individual attention as well as</p> <ul style="list-style-type: none"> • increased parental involvement. These qualities lead its students to higher HSPT passing rates in reading, writing and math than among non-academy students. • The <i>Small Learning Communities Program</i> (SLCP) offers disaffected students with poor standardized test scores and poor attendance the chance to work only in English, Social Studies and Mathematics grouped in classes with low student/teacher ratios based on their cognitive abilities. Bilingual and Special Education small learning communities also service students with similar needs. Teachers in this program address students' personal and discipline problems at weekly meetings, as well as formulate integrated thematic units and appropriate instructional techniques and strategies among the various academic subjects. • The <i>Urban Planning and Applied Technology Academy</i> (UPAT) offers students the chance to acquire technical skills to help improve their community. While its students perform at about the same level as EHS's non-academy students, the Academy staff cites a lower dropout rate and significant improvement in HSPT11 scores. • The <i>Renaissance of the Open Mind Academy</i> (ROOM) offers students interested in the visual or performing arts the chance to acquire expertise in basic and graduated skills and success in state-mandated proficiency tests.

Strategies/Activities	Implementation Progress
<p>c. Plan, conduct and evaluate the effectiveness of the “Accreditation for Growth” at the two comprehensive high schools.</p> <p>d. Evaluate effectiveness of the training component of the Paterson Project.</p>	<ul style="list-style-type: none"> The <i>Business Technology Academy</i> (BTA) affords teachers, students, parents and business partners the opportunity to integrate classroom instruction with practical hands-on skills. These skills should enable students not only to graduate from Eastside, but also to pursue careers in positions that require either no post-secondary education or specialized training, post-secondary and/or graduate studies. The BTA’s students largely outperform non-academy students. <p>c. See Goal 2, Objective 2.1, Strategy 2.1.4, activity ‘b’.</p> <p>d. Dr. Fitzgerald in consultation with the Director of Planning, Research, and Evaluation will submit an evaluation report to the Superintendent. The report will detail the activities and their impact on school improvement. See Goal 2, Objective 2, Strategy 2.1.2, activity ‘c’.</p>

Strategies/Activities	Implementation Progress
<p><i>Strategy 2.1.5: To train building level leaders and central office staff to become teacher trainers in assessment and curriculum reform.</i></p> <ul style="list-style-type: none"> a. Design performance-based assessment tasks and student portfolios that are authentic, valid, reliable and fair. b. Assess students for deep understanding and their ability to use knowledge in context, rather than merely testing them for isolated skills and decontextualized knowledge. c. Ensure greater consistency in assessing, scoring and grading practices among different teachers and schools within the district. d. Design curriculum units “backwards” from performance and portfolio requirements. 	<ul style="list-style-type: none"> a. See Goal 1, Objective 1.2, Strategy 1.2.1, activity a and Objective 1.3, Strategy 1.3.1., activity ‘a’. b. The district used a custom EWT to assess the 6th and 7th grade students in higher order thinking skills. The results of the test were analyzed to determine weaknesses and strengths. These results will be used to drive instruction. c. The district conducted curriculum auditing to determine curriculaar and assessment practices in the schools. The Department of Planning, Research and Evaluation will give the Superintendent a report on the results of the audit in mid-August. The Department will use the audit results to direct the schools. d. See Goal 1, Objective 1.2, Strategy 1.2.1, activity a and Objective 1.3, Strategy 1.3.1., activity ‘a’..

Goal 3: The Paterson Public Schools will move towards state **certification** within five years.

Objective 3.1: By June 2000, the Paterson Public Schools will achieve 100% of the standards as measured by district annual reports and statistics.

<u>Area</u>	<u>1996-97 Actual</u>	<u>1997-98 Actual</u>	<u>1997-98 Benchmark</u>	<u>Results</u>
8 th , 11 th grade assessment	Attainment of the achievement benchmarks for grades 8 and 11 are outlined in appendix A on page 70.			
Dropout rate	District and school rates are included in Appendix A			
GAAP	23 recommendations		15 recommendations	To be determined
	14 repeats		10 repeats	in November 1998.

Strategies/Activities

Implementation Progress

<p><i>Strategy 3.1.1: The District will improve achievement scores to meet state guidelines.</i></p> <p>a. Ensure that at least 75% of students in grades 4 and 8 and 85% in grade 11 meet the state standard of proficiency on the ESPA, EWT, and HSPT. The district attained proficiency at the 4th grade level as measured by the California Achievement Test.</p>	<p>Achievement and drop out data are highlighted in Appendix A. The actual figures for the 1997-1998 GAAP audit will occur in November 1998.</p> <p>a. The district did show improvement on the EWT and HSPT.</p> <ul style="list-style-type: none"> • The district made significant gains on the EWT in mathematics and in writing. The reading scores made gains, albeit not significant. It is worth noting that significant gains were also made in the number of students passing all three sections of the test. It is noteworthy that 75% of students met state standards in the three subject areas in four of the District's schools namely, schools #2, #9, MLK, and NSW. See Appendix A for district and school by school results on the test. See Appendix B for Rank order of schools • Also in another nine schools 70% or more of students met State Standards. The HSPT results showed gains in reading and writing. There was a significant drop in mathematics. • There was a pick up in the percentage of students passing all three-subject areas on the EWT and HSPT. The gains were significant at
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Strategies/Activities	Implementation Progress
	<p>the 8th grade level with a 13.8% increase and at the 11th grade level where it was 2.4%. See Appendix C for District graphical representation of the test results.</p> <p>Note that the 4th grade objective was developed with the ESPA as the baseline measure. When the results become available to the schools they will be made public and used to complete this report.</p>
<p><i>Strategy 3.1.2: The district will decrease the drop out rates through more comprehensive integration of programs and services to support students.</i></p> <p>a. Improve home school communication by:</p> <ul style="list-style-type: none"> • Reinstating attendance officer • Creation of the Home School Community Liaison • Advertise for and hire a Drop Out Prevention Specialist 	<p>a. To improve home school communication the following actions were taken:</p> <ul style="list-style-type: none"> • Reinstated attendance officer who began immediately to work with the schools on the status of truant students. He will have a more detailed plan outlined in the 1998-1999 Strategic Plan. • Each school established a Home School Community Liaison (HSCL). The task of the HSCL is to work with the principal and her/his staff to encourage participation of parents in the schooling of their children. The school level DEPA plans outline the activities of the HSCL at each school • A Dropout Prevention Specialist was hired. He has planned future retention activities and programs, based on observations and research of existing programs both inside and outside the district. In the summer the specialist will identify students for the district's alternative Silk City 2000 Academy, aimed to retain disaffected, at-risk students through more individualized attention. The district will also participate in The Paterson Village Initiative, a collaborative effort to improve coordination and cooperation among justice agencies, schools, social services and the religious community.

Strategies/Activities	Implementation Progress
<p>b. Implement innovative school programs that motivate students to stay at school:</p> <ul style="list-style-type: none"> • Institute academies and learning communities, • Implement school career programs 	<p>b. Implement innovative school programs that motivate students to stay at school.</p> <ul style="list-style-type: none"> • Institute academies and learning communities, • Implement school career programs
<p><i>Strategy 3.1.3: The district will train the Board of Education.</i></p> <p>a. The Policy Manual will continue to be revised, and the District will continue to adopt procedures.</p>	<p>a. The Policy Manual was completed and approved by the Board of Education. The contents of the Manual were discussed at the Board retreat. The Superintendent engaged the Board members in four committees to evaluate district policy in the following areas:</p> <ul style="list-style-type: none"> • Redistricting students to the comprehensive high schools, and redistricting using the school-within-a-school concept. • Developing a district-wide policy on discipline, • Restructuring the high schools into academies and small learning communities, • Restructuring the athletic offerings in the District. Attention was paid to the academic performance requirements, variety of athletic activities offered to students, and ongoing assessment of the offerings.

Strategies/Activities	Implementation Progress
<p>b. The Board of Education will continue to vote on all Curriculum, Fiscal, Legal matters, will become more skilled in processing information and resolutions, and working as a team.</p>	<p>b. School Board members discuss the curricular, fiscal, and legal matters on the agenda in committees immediately preceding their biweekly meetings. District staff is present at the committee meetings to answer questions and/or clarify issues on the agenda. One Board member from each committee presents the items to the entire board at which time a vote is taken.</p>
<p><i>Strategy 3.1.4: The district will ensure that all certified staff members are functioning within their area of certification.</i></p> <p>a. Verify personnel Fall Report to ensure accuracy and compliance.</p> <p>a. Present personnel compliance issues to principals.</p> <p>b. Compare school staff rosters with district position control lists to ensure appropriate placement of staff in accordance with their certification.</p> <p>c. Spot-check of schools by Personnel Office staff to ensure certification compliance.</p>	<p>a. The Director of Personnel has verified the accuracy of the Fall Report and its compliance with State mandates.</p> <p>b. The Director of Personnel met with all principals and discussed the issues related to compliance of staff to State mandates.</p> <p>c. Comparison of staff rosters and position controls were conducted and were found to be in compliance.</p> <p>d. The Director and Assistant Director of Personnel spot-check schools to ensure appropriate use of non certified and certified staff.</p>

Goal 4: All students and staff will have access to appropriate facilities which support high quality educational programs

Objective 4.1: By June 2002, 100% of all substandard spaces will be eliminated through renovation of existing facilities or the building of new schools through a coordinated and collaborative process involving the district, the City, the State, and the community stakeholders as measured by annual report.

<u>Area</u>	<u>1996-97 Actual</u>	<u>1997-98 Actual</u>	<u>1997-98 Benchmark</u>	<u>Results</u>
Substandard classrooms	75 rooms	40	62 classrooms	Attained benchmark
Full-day kindergarten	39%	39%	39%	District established benchmarks for 100%
Half-day kindergarten	61%	61%	61%	full day for the 1998-1999 school year.

Strategies/Activities

Implementation Progress

Strategies/Activities	Implementation Progress
<p><i>Strategy 4.1.1: Monitor the scope of sub-standard facilities to be removed or rectified.</i></p> <p>a. Continue to research city demographics and available property sources in order to identify potential sites for acquisition. Identify funding sources for site acquisition.</p>	<p>The District is actively pursuing renovation of existing buildings, as well as searching for available city space to build a new school. The district Currently has 40 substandard spaces, which is below the benchmark of 62 classrooms. The 1997-1998 school year maintained the same number of full and half-day kindergarten. However, the district in the 1997-1998 was constructing/renovating space for full-day kindergarten for all students scheduled to begin in September 1998.</p> <p>a. The district continues to look for sites for new school buildings. Currently, one site has been identified for New School One. Furthermore, school bonds for School 1 and School 11 in the amount of \$40 million has been proposed.</p>

Strategies/Activities**Implementation Progress**

<p>b. Prepare a strategy for financing facilities initiatives.</p> <p>c. Continue to renovate/correct current room space/use and compare it to the Five-year Comprehensive Facilities Plan, as amended, to identify discrepancies and non-compliance.</p>	<p>b. Thirteen million from the Abbot Parity funds were diverted to renovate and build new classroom space. See Goal 1, Objective 1.5, Strategy 1.5.2 activity 'a'.</p> <p>c. Plans are still in progress. Goal 4, Objective 4.1, Strategy 4.1.1, activity 'a' and Goal 1, Objective 1.5, Strategy 1.5.2 activity 'a' details the operation of the five-year plan.</p>

Strategies/Activities	Implementation Progress
<p>d. Continue to eliminate sub-standards, e. g. abandonment; corrective construction; and/or incorporating these areas in new building programs as other “acceptable” uses, and file “change of use” applications, at each site. Incorporate all data and approaches into a “Corrective Action Plan for the Elimination of Sub-standards.”</p> <p>e. Ensure the permanent abandonment of substandard space and eliminate re-use of non compliant space through initiation of a verifiable monitoring policy and making provisions for temporary classrooms.</p>	<p>d. The district took aggressive action in eliminating sub-standard space as follows:</p> <ul style="list-style-type: none"> • Renovation of substandard classrooms, leaky roofs, Bauerle Field the athletic stadium, installation of new windows, boilers, and burners. • Upgrade the District’s infrastructure including the fire and smoke alarm system, electrical system, CTV, re-lighting of entire district, and the antiquated and costly telephone system. • Provide sufficient electrical capacity to the buildings for the implementation of technology and the development of programs that involve the use of computers, including Internet accessibility throughout the district. • Expansion of classroom space. This is the one most urgent need at the present time, especially the need to fund classroom construction to provide full-day kindergarten to all eligible children. Our efforts in this area were very successful. We were not only able to provide classroom space for full-day kindergarten but were able to bring School #1 back into the District after having had to lease facilities outside the City of Paterson for the past six years. Furthermore, we appropriated funds to explore the availability of suitable land for the construction of a new School #1, one of the oldest school buildings in the district. We hired an architect who is engaged in developing plans for the new facility. <p>e. All sub-standard space has been abandoned for instruction. The remaining 40 substandard spaces are used for a variety of non-instructional services.</p>

Strategies/Activities	Implementation Progress
<p>f. Eliminate substandard rooms at identified locations through renovations to assure compliance</p> <p>g. Monitor the comprehensive five-year facilities plan to ensure elimination of sub-standards.</p>	<p>f. All substandard rooms in use for classrooms have been renovated and are in compliance. There are 40 substandard space that are used for a variety of non-instructional services.</p> <p>g. See activities ‘a-f’ in Goal 4, Objective 4.1, and Strategy 4.1.2</p>
<p><i>Strategy 4.1.2: Construction of new schools and the renovation of existing buildings to eliminate overcrowding and provide adequate educational facilities to the students of Paterson.</i></p> <p>a. Initiate construction/acquisition of school buildings/additions designed to house students now resident in leased buildings (School #1).</p> <p>b. Continue with computerized work order system to manage ongoing repairs and maintenance.</p> <p>c. Follow the District's updated Five-Year Comprehensive Maintenance Plan and Manual on an annual basis to ensure a safe, healthy and drug-free environment for students, including adequate budget appropriations to implement the plan.</p>	<p>a. See Goal 1, Objective 1.5, Strategy 1.5.2 activity ‘a’.</p> <p>b. See Goal 4, Objective 4.1, Strategy 4.1.1 and all activities in that section.</p> <p>c. See Goal 4, Objective 4.1, Strategy 4.1.1, activity ‘d’ for detail</p>

Strategies/Activities	Implementation Progress
<p>d. Renovate/construct additional classrooms needed to provide programmatically sound space for 100% of expanding student population.</p> <p>e. Renovate and/or construct additional classrooms needed to provide facilities/space to educate 100% of pre-kindergarten students.</p> <p>f. Increase the number of additional classrooms needed to provide facilities/space to educate 100% of kindergarten students in full-day kindergarten programs.</p> <p>g. Increase the number of additional classrooms that provide space for special education Pre-kindergarten Handicapped.</p> <p>h. Increase the number of students served in the growing alternative education programs (Middle School).</p> <p>i. Research city demographics and available property sources in order to identify potential sites for acquisition. Identify funding sources for site acquisition.</p> <p>j. Acquire and renovate property that will accommodate School # 11.</p>	<p>d. See Goal 1, Objective 1.5, Strategy 1.5.2 activity ‘a’</p> <p>e. This activity will be investigated in the 1998-1999 school year.</p> <p>f. See Goal 1, Objective 1.5, Strategy 1.5.2 activity ‘a’.</p> <p>g. See Goal 1, Objective 1.5, Strategy 1.5.2 activity ‘a’</p> <p>h. The Superintendent is looking into various options in alternative schools such as middle schools and Medical arts school. See Goal 1, Objective 1.2, and Strategy 1.2.2, activity k.</p> <p>i. Goal 4, Objective 4.1, Strategy 4.1.1, activity ‘d’ for detail</p> <p>j. See Goal 1, Objective 1.5, Strategy 1.5.2 activity ‘a’</p>

Appendices

Appendix A
District & School Summaries

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

DISTRICT

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	62.8	62.6	65.7	67.0	+3.1	-1.3	-9.3
H.S. Proficiency Test	57.6	54.8	64.5	58.0	+9.7	+6.5	-20.5

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	54.0	46.3	69.3	51.0	+23.0	+18.3	-5.7
H.S. Proficiency Test	68.6	62.9	66.4	67.9	+3.5	-1.5	-18.6

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	42.7	50.8	61.9	55.0	+11.1	+6.9	-13.1
H.S. Proficiency Test	68.7	71.2	58.6	74.0	-12.6	-15.4	-26.4

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	91.7	92.1	92.6	92.4	+0.5	+0.2	+2.6
Dropout Rate	18.2	15.7	16.7	15.4	+1.0	+1.3	-6.7

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98

Summary Student Performance and Behavior Indicators

SCHOOL #1

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2		N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	91.9	92.4	91.9	92.7	-0.5	-0.8	+1.9
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

SCHOOL #2

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	76.5	58.3	82.4	75.0	+24.1	+7.4	+7.4
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	55.9 ¹	41.7 ¹	77.1 ¹	75.0	+35.4	+2.1	+2.1
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	47.1	57.1	77.1	65.0	+20.0	+12.1	+2.1
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	93.7	93.4	93.1	93.6	-0.3	-0.5	+3.1
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

SCHOOL #3

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	64.9	80.0	73.0	82.0	-7.0	-9.0	-2.0
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	37.8	30.0	83.8	45.0	+53.8	+38.8	+8.8
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	51.4	80.0	70.3	82.0	-9.7	-11.7	-4.7
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	95.3	95.5	94.8	95.6	-0.7	-0.8	+4.8
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

SCHOOL #4

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	51.1	58.8	45.1	75.7	-13.7	-30.6	-29.9
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	54.8	55.7	52.1	75.0	-3.6	-22.9	-22.9
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	25.8	37.5	36.6	55.0	-0.9	-18.4	-38.4
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	89.9	91.1	90.2	91.9	-0.9	-1.7	+0.2
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

SCHOOL #6

READING

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Ea75%Warning Test - 1 & 2	57.9	63.5	60.9	70.0	-2.6	-9.1	-14.1
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	51.8	38.4	59.7	60.0	+21.3	-0.3	-15.3
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	48.6	46.0	58.5	65.0	+12.5	-6.5	-16.5
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.2	93.0	93.9	93.5	+0.9	+0.4	+3.9
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

SCHOOL #6

READING

Indicator -----					RESULTS		
	1995-96 Actual -----	1996-97 Actual -----	1997- 9875%ual -----	1997-98 Benchmark -----	+or- 1996-97 Actual -----	+or- Benchmark -----	+or- State Standard -----
4th Grade Test			ESPA¹	75.0	-.¹	-.²	75%
Early Warning Test - 1 & 2	50.0	77.3	58.3	70.0	-19.0	-11.7	-16.7
H.S. Proficiency Test	N/A³	N/A³	N/A³	N/A	N/A	N/A	N/A

WRITING

Indicator -----					RESULTS		
	1995-96 Actual -----	1996-97 Actual -----	1997- 9875%ual -----	1997-98 Benchmark -----	+or- 1996-97 Actual -----	+or- Benchmark -----	+or- State Standard -----
4th Grade Test			ESPA¹	75.0	-.¹	-.²	75%
Early Warning Test - 1 & 2	42.4	64.2	70.8	70.0	+6.6	+0.8	-4.2
H.S. Proficiency Test	N/A³	N/A³	N/A³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator -----					RESULTS		
	1995-96 Actual -----	1996-97 Actual -----	1997- 9875%ual -----	1997-98 Benchmark -----	+or- 1996-97 Actual -----	+or- Benchmark -----	+or- State Standard -----
4th Grade Test			ESPA¹	75.0	-.¹	-.²	75%
Early Warning Test - 1 & 2	15.4	48.5	58.3	63.0	+9.89.8	-4.74.7	-16.716.7
H.S. Proficiency Test	N/A³	N/A³	N/A³	N/A	N/A	N/A	N/A

Indicator -----					RESULTS		
	1995-96 Actual -----	1996-97 Actual -----	1997-98 Actual -----	1997-98 Benchmark -----	+or- 1996-97 Actual -----	+or- Benchmark -----	+or- State Standard -----
Attendance Rate	92.7	92.1	96.6	92.5	+4.5	+4.1	+6.6
Dropout Rate	50.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

SCHOOL #7

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	60.0	70.0	65.7	80.0	-4.3	-14.3	-9.3
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ³		ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test – 1 & 2	37.5	63.3	82.9	73.0	+19.6	+9.9	+7.9
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ³		ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	48.0	76.7	71.4	82.0	-5.3	-10.6	-3.6
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.0	91.1	93.1	91.7	+2.0	+1.4	+3.1
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #8

READING

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	62.0	54.0	63.0	50.0	+9.0	+13.0	-12.0
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75
Early Warning Test - 1 & 2	48.0	42.0	56.5	60.0	+14.5	-3.5	-18.5
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75
Early Warning Test - 1 & 2	42.0	44.0	41.3	55.0	-2.7	-13.7	-33.7
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.8	94.2	94.9	95.1	+0.7	-0.2	+4.9
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #9

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	63.6	76.5	80.9	81.0	+4.4	-0.1	+5.9
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	51.9	63.2	76.6	70.0	+13.4	+6.6	+1.6
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	53.2	75.0	79.8	80.0	+4.8	-0.2	+4.8
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	94.5	93.6	94.8	94.2	+1.2	+0.6	+4.8
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #10

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	59.3	55.0	52.9	77.0	-2.1	-24.1	-22.1
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	64.4	42.5	57.7	77.0	+15.2	-19.3	-17.3
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	40.7	41.3	45.1	75.0	+3.8	-29.9	-29.9
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.7	92.3	92.7	92.6	+0.4	+0.1	+2.7
Dropout Rate	33.3	0.0	30.0	0.0	+30.0	+30.0	-20.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #11

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	43.8	50.0	50.0	73.0	0.0	-23.0	-25.0
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	18.8	37.5	58.3	65.0	+20.8	-6.7	-16.7
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	25.0	28.1	70.8	65.0	+42.7	+5.8	-4.2
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.8	92.6	92.4	92.7	-0.2	-0.3	+2.4
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #12

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	56.9	52.6	60.0	53.0	+7.4	+7.0	-15.0
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	75.4	62.7	60.8	53.0	-1.9	+7.8	-14.2
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	35.4	46.7	56.9	53.0	+10.2	+3.9	-18.1
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.9	93.7	94.6	94.2	+0.9	+0.4	+4.6
Dropout Rate	0.0	0.0	100.0*	0.0	0.0	0.0	+10.0

*NOTE: One student registered as 16 years or older, same did not finish school year.

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #13

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	72.1	67.2	66.2	80.0	-1.0	-13.8	-8.8
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	62.8	40.7	64.7	79.0	+24.0	-14.3	-10.3
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	44.2 ¹	34.5 ¹	39.7 ¹	65.0	+5.2	-25.3	-35.3
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.3	92.9	93.0	93.3	+0.1	-0.3	+3.0
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #14

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test		N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test		N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test		N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	90.3	90.7	90.4	91.0	-0.3	-0.6	+0.4
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #15

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	61.6	55.0	58.6	65.0	+3.6	-6.4	-16.4
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75
Early Warning Test - 1 & 2	49.1	38.0	66.7	65.0	+28.7	+1.7	-8.3
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75
Early Warning Test - 1 & 2	42.9	47.9	45.5	61.0	-2.4	-15.5	-29.5
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.3	92.5	92.8	92.6	+0.3	+0.2	+2.8
Dropout Rate	8.9	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #16

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	94.1	94.4	94.9	94.6	+0.5	+0.3	+4.9
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #17

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	91.9	91.6	92.5	91.8	+0.9	+0.7	+2.5
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #18

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	69.4	48.1	74.7	81.0	+26.6	-6.3	-0.3
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	60.7	22.8	91.4	75.0	+68.6	+16.4	+16.4
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	43.5	36.7	74.4	70.0	+37.7	+4.4	-0.6
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	93.1	92.5	93.0	92.9	+0.5	+0.1	+3.0
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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SCHOOL #19

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	93.2	93.1	94.3	93.2	+1.2	+1.1	+4.3
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #20

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	63.2	68.9	72.1	75.0	+3.2	-2.9	-2.9
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	45.6	50.8	72.1	60.0	+21.3	+12.1	-2.9
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	41.8	32.8	49.2	65.0	+16.4	-15.8	-25.8
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	93.2	93.3	93.5	93.4	+0.2	+0.1	+3.5
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #21

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	58.0	74.5	64.9	72.0	-9.6	-7.1	-10.1
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	30.0	50.9	73.0	60.0	+22.1	+13.0	-2.0
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	36.0	78.2	82.4	66.0	+4.2	+16.4	+7.4
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	93.1	92.6	93.7	92.9	+1.1	+0.8	+3.7
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #24

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	65.3	55.1	62.7	82.0	+7.6	-19.3	-12.3
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	58.3	40.4	63.8	80.0	+23.4	-16.2	-11.2
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	59.2 ¹	48.9	67.6	85.0	+18.7	-17.4	-7.4
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	94.5	94.2	94.4	94.4	+0.2	0.0	+4.4
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #25

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	62.5	58.3	61.8	77.0	+3.5	-15.2	-13.2
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	63.6	38.8	67.6	60.0	+28.8	+7.6	-7.4
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	41.1	38.8	61.8	65.0	+23.0	-3.2	-13.2
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.8	92.1	93.9	92.6	+1.8	+1.3	+3.9
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #26

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	70.5	74.1	72.7	77.0	-1.4	-4.3	-2.3
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	45.9	63.8	60.6	78.0	-3.2	-17.4	-14.4
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	52.5	69.0	68.2	72.0	-0.8	-3.8	-6.8
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	93.8	94.0	94.3	94.1	+0.3	+0.2	+4.3
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #27

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	84.4	80.0	71.9	N/A ³	-8.1	+71.9	-3.1
H.S. Proficiency Test	N/A ⁴	N/A ⁴	N/A ⁴	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	78.1	80.0	84.4	N/A ³	+4.4	+84.4	+9.4
H.S. Proficiency Test	N/A ⁴	N/A ⁴	N/A ⁴	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	68.8	75.4	64.1	80.0	-11.3	-15.9	-10.9
H.S. Proficiency Test	N/A ⁴	N/A ⁴	N/A ⁴	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	93.3	93.7	92.8	94.0	-0.9	-1.2	+2.8
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Target objective not required

⁴ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #28

READING

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	91.5	91.9	91.7	92.2	-0.2	-0.5	+1.7
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

SCHOOL #29

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	91.2	91.0	93.1	91.1	+2.1	+2.0	+3.1
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

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Summary Student Performance and Behavior Indicators

ROBERTO CLEMENTE SCHOOL

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	94.4	94.3	94.7	94.4	+0.4	+0.3	+4.7
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ Grade level not available

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Summary Student Performance and Behavior Indicators

DALE AVENUE SCHOOL

READING

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

WRITING

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	RESULTS		
					+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.0	91.1	91.7	91.7	+0.6	0.0	+1.7
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

EDWARD W. KILPATRICK SCHOOL

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	91.7	90.9	91.1	91.4	+0.2	-0.3	+1.1
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

MARTIN LUTHER KING, JR., SCHOOL

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	- ¹	- ²	75%
Early Warning Test - 1 & 2	66.2	62.2	75.8	65.0	+13.6	+10.8	+0.8
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	- ¹	- ²	75%
Early Warning Test - 1 & 2	55.4	18.9	85.5	65.0	+66.6	+20.5	+10.5
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	- ¹	- ²	75%
Early Warning Test - 1 & 2	24.3	58.1	88.7	62.0	+30.6	+26.7	+13.7
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	94.1	93.7	94.5	94.0	+0.8	+0.5	+4.5
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
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SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

NORMAN S. WEIR SCHOOL

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	90.9	72.7	88.5	N/A ³	+15.8	+88.5	+13.5
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	81.8	72.7	80.8	77.0	+8.1	+3.8	+5.8
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test			ESPA ¹	75.0	-. ¹	-. ²	75%
Early Warning Test - 1 & 2	72.7	81.8	92.3	85.0	+10.5	+7.3	+17.3
H.S. Proficiency Test	N/A ³	N/A ³	N/A ³	N/A	N/A	N/A	N/A

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	92.6	92.3	93.9	92.5	+1.6	+1.4	+3.9
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	+10.0

¹ ESPA results will be available in September 1998

² Benchmarks will be established in October 1998

³ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

EASTSIDE HIGH SCHOOL

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	47.4	46.1	57.8	50.0	+11.7	+7.8	-27.2

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	60.3	58.9	64.5	63.0	+5.6	+1.5	-20.5

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Bench-mark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	59.5	64.7	45.7	70.0	-19.0	-24.3	-39.3

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	86.0	87.8	88.3	89.0	+0.5	-0.7	-1.7
Dropout Rate	20.5	18.7	13.1	17.5	-5.6	-4.4	-3.1

¹ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

JOHN F. KENNEDY HIGH SCHOOL

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	59.6	54.8	66.0	71.8	+11.2	-5.8	-19.0

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	72.0	59.9	63.6	77.0	+3.7	-13.4	-21.4

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	73.1	71.9	63.9	77.0	-8.0	-13.1	-21.1

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	85.4	88.8	88.2	91.1	-0.6	-2.9	-1.8
Dropout Rate	19.0	15.1	21.4	12.5	+6.3	+8.9	-11.4

¹ Grade level not available

**PATERSON PUBLIC SCHOOL DISTRICT
1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1997-98**

Summary Student Performance and Behavior Indicators

ROSA PARKS HIGH SCHOOL

READING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	89.2	92.2	94.4	94.0	+2.2	+0.4	+9.4

WRITING

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	89.2	96.9	94.4	97.0	-2.5	-2.6	+9.4

MATHEMATICS

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
4 th Grade Test	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
Early Warning Test - 1 & 2	N/A ¹	N/A ¹	N/A ¹	N/A	N/A	N/A	N/A
H.S. Proficiency Test	90.8	98.4	90.7	95.0	-7.7	-4.3	+5.7

STUDENT BEHAVIOR

Indicator					RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1997-98 Benchmark	+or- 1996-97 Actual	+or- Benchmark	+or- State Standard
Attendance Rate	93.3	92.8	92.3	93.1	-0.5	-0.8	+2.3
Dropout Rate	0.5	0.3	13.3	0.4	+13.0	+12.9	-3.3

¹ Grade level not available

Appendix B
Rank Order of Schools
By Subject Area

Paterson Public Schools

EWT Results

March 1998

Reading Rank Order

RANK	SCHOOL	READING	MATHEMATICS	WRITING
1	NSW	88.5	92.3	80.8
2	2	82.4	77.1	77.1
3	9	80.9	79.8	76.6
4	MLK	75.8	88.7	85.5
5	18	74.7	74.4	91.4
6	3	73.0	70.3	83.8
7	26	72.7	68.2	60.6
8	20	72.1	49.2	72.1
9	27	71.9	64.1	84.4
10	13	66.2	39.7	64.7
11	7	65.7	71.4	82.9
12	21	64.9	82.4	73.0
13	8	63.0	41.3	56.5
14	24	62.7	67.6	63.8
15	25	61.8	61.8	67.6
16	5	60.9	58.5	59.7
17	12	60.0	56.9	60.8
18	15	58.6	45.5	66.7
19	6	58.3	58.3	70.8
20	10	52.9	45.1	57.7
21	11	50.0	70.8	58.3
22	4	45.1	36.6	52.1
23	SAGE	25.0	0.0	0.0
	DISTRICT	65.7	61.9	69.3

Paterson Public Schools EWT Results

March 1998 Mathematics Rank Order

RANK	SCHOOL	READING	MATHEMATICS	WRITING
1	NSW	88.5	92.3	80.8
2	MLK	75.8	88.7	85.5
3	21	64.9	82.4	73.0
4	9	80.9	79.8	76.6
5	2	82.4	77.1	77.1
6	18	74.7	74.4	91.4
7	7	65.7	71.4	82.9
8	11	50.0	70.8	58.3
9	3	73.0	70.3	83.8
10	26	72.7	68.2	60.6
11	24	62.7	67.6	63.8
12	27	71.9	64.1	84.4
13	25	61.8	61.8	67.6
14	5	60.9	58.5	59.7
15	6	58.3	58.3	70.8
16	12	60.0	56.9	60.8
17	20	72.1	49.2	72.1
18	15	58.6	45.5	66.7
19	10	52.9	45.1	57.7
20	8	63.0	41.3	56.5
21	13	66.2	39.7	64.7
22	4	45.1	36.6	52.1
23	SAGE	25.0	0.0	0.0
	DISTRICT	65.7	61.9	69.3

**Paterson Public Schools
EWT Results
March 1998**

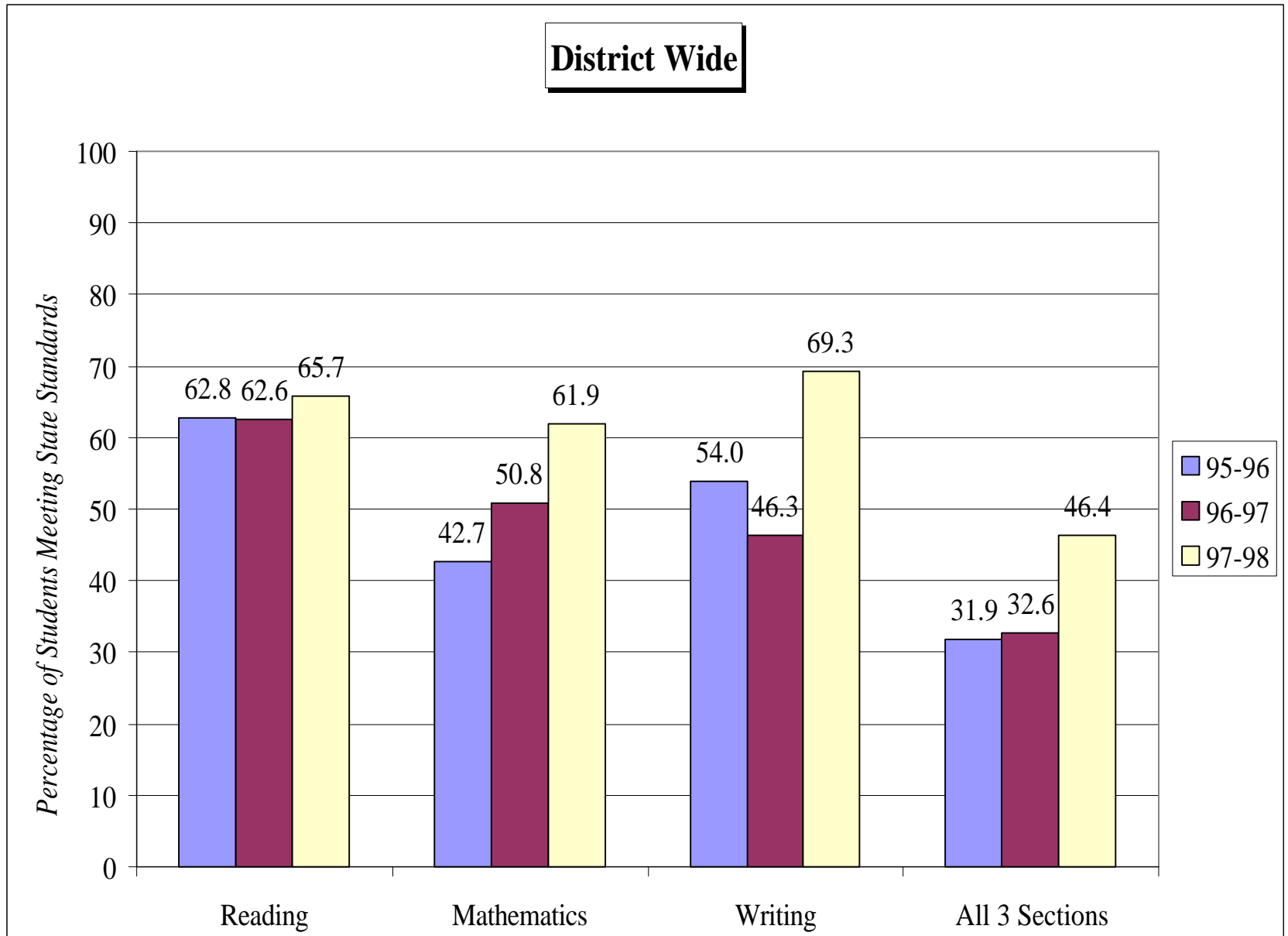
Writing Rank Order

RANK	SCHOOL	READING	MATHEMATICS	WRITING
1	18	74.7	74.4	91.4
2	MLK	75.8	88.7	85.5
3	27	71.9	64.1	84.4
4	3	73.0	70.3	83.8
5	7	65.7	71.4	82.9
6	NSW	88.5	92.3	80.8
7	2	82.4	77.1	77.1
8	9	80.9	79.8	76.6
9	21	64.9	82.4	73.0
10	20	72.1	49.2	72.1
11	6	58.3	58.3	70.8
12	25	61.8	61.8	67.6
13	15	58.6	45.5	66.7
14	13	66.2	39.7	64.7
15	24	62.7	67.6	63.8
16	12	60.0	56.9	60.8
17	26	72.7	68.2	60.6
18	5	60.9	58.5	59.7
19	11	50.0	70.8	58.3
20	10	52.9	45.1	57.7
21	8	63.0	41.3	56.5
22	4	45.1	36.6	52.1
23	SAGE	25.0	0.0	0.0
	DISTRICT	65.7	61.9	69.3

Appendix C
Graphical Presentation
EWT and HSPT Results

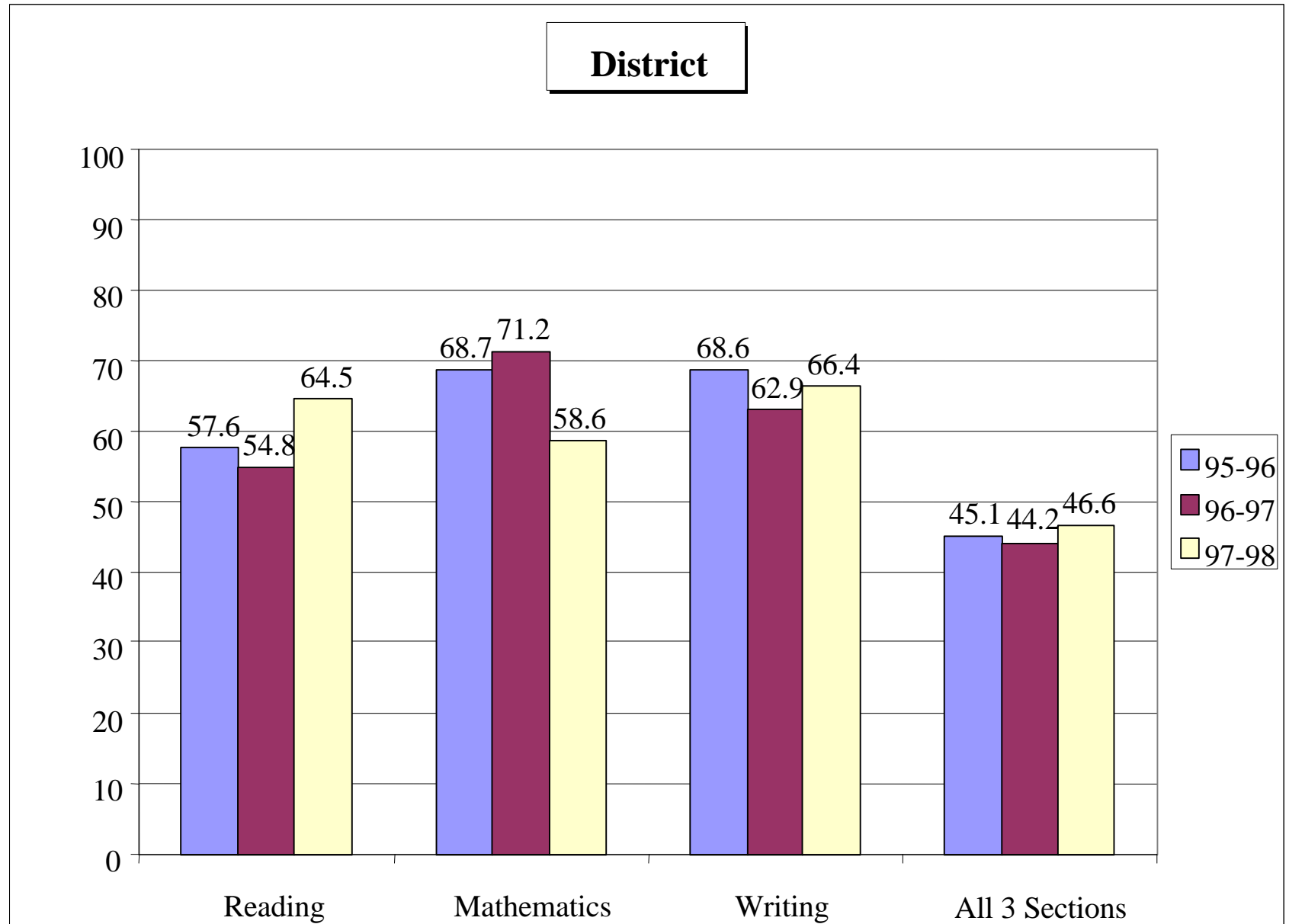
Paterson Public Schools

EWT 1996-1998



Paterson Public Schools

HSPT 1996-1998



Appendix D
Structure of the School Improvement Team

PATERSON PUBLIC SCHOOL DISTRICT

**SCHOOL IMPROVEMENT TEAM (SIT) CONFIGURATIONS DEPENDING ON DESIRED SIZE OF TEAM
SCHOOL YEAR 1996-97**

IF THE DESIRED SIZE OF THE TEAM IS:	IT WILL NEED TO INCLUDE THE PRINCIPAL:	IT WILL MINIMALLY NEED TO INCLUDE THE FOLLOWING NUMBER OF CLASSROOM TEACHERS (WHICH IS AT LEAST 51%):	IT WILL MINIMALLY NEED TO INCLUDE THE FOLLOWING NUMBER OF PARENTS (WHICH IS AT LEAST 25%):	IT COULD INCLUDE OTHER SCHOOL COMMUNITY MEMBERS UP TO BUT NOT TO EXCEED THE FOLLOWING NUMBER:	THE TOTAL # OF MEMBERS SHOULD BE NOT MORE THAN:
7	1	4	2	0	7
8	1	5	2	0	8
9	1	5	3	0	9
10	1	6	3	0	10
11	1	6	3	1	11
12	1	7	3	1	12
13	1	7	4	1	13
14	1	8	4	1	14
15	1	8	4	2	15
16	1	9	4	2	16
17	1	9	5	2	17
18	1	10	5	2	18
19	1	10	5	3	19
20	1	11	5	3	20
21	1	11	6	3	21
22	1	12	6	3	22
23	1	12	6	4	23
24	1	13	6	4	24
25	1	13	7	4	25
26	1	14	7	4	26

